

# **First Year Teacher Internship Program**



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**Templeton High School Agriculture Department**  
**AGED 539, Cal Poly State University**  
**Spring Quarter, 2011**

# Templeton High School Agriculture Department



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# **Templeton High School Agriculture Department**



## **AGED 539 Project**

My AGED 539 project consists of writing and implementing an Agriculture Biology course in the Vocational Agriculture Department at Templeton High School.

The following steps are needed to complete the project:

- 1) Research need for course
- 2) Write the course description and outline
- 3) Submit to Advisory Committee for recommendations
- 4) Present to administration for corrections
- 5) Make corrections
- 6) Resubmit to administration for approval
- 7) Submit to Templeton School Board for approval
- 8) Offer course for 2011-2012 school year

### ***Step 1-Research need for course***

As a department, we met and discussed the option of adding the course. Currently, students enrolled in the Introduction to Agriculture class receive life science graduation credit but not college entrance credit for the class. Some of these students also choose to take college required Biology through the Science Department, but not all. We wanted to give this option to students who have an invested interest in agriculture to pursue college credit within our department. Additionally, students in the Introduction to Agriculture Science class are responsible for taking the Biology CST, so an Agriculture Biology class would offer redundancy of curriculum and instruction for those students possibly enhancing test scores.

I then met with Principal Tom Harrington to discuss the possibility of adding a UC/CSU approved Agriculture Biology course to our program. He was very positive about the idea. We discussed how it would work in conjunction with our currently offered courses and any implications it may have on the Science Department. After our meeting, I was given the go ahead to begin writing the course.

### ***Step 2-Write the course description and outline***

This initial process was very simple. Having come from San Luis Obispo High School where the course was already implemented in both college preparatory and honors formats, I was able to use the course materials from them. Additionally, having taught the class before, I was able to access my old notebooks, curriculum calendars, and materials to organize a logical outline for the course to follow. I was also able to use information on the Templeton High School Science Department's currently taught Biology course to align my newly written course with those. This would allow for similar instruction between both departments.

### ***Step 3-Submit to Advisory Committee for recommendations***

The initial rough draft was first submitted to our Advisory Committee on October 12<sup>th</sup>, 2010. Mitch Roth moved to approve the Agriculture Biology course outline with the addition so Career Technical Education Agriculture and Foundation standards. The motion was seconded.

#### ***Step 4-Present to administration for corrections***

After making the changes recommended by the Advisory Committee, I submitted an electronic copy of the new course outline to Principal Tom Harrington. Principal Harrington came back with the following recommendations:

- New school wide course description format should be followed
- Break down units of instruction into smaller pieces

He also offered up several questions in regards to requiring students to participate in FFA and SAE for a class that qualifies for college entrance credit. I consulted California Educational Code section 52454 which offers information on agriculture education curricular components. He agreed that the Code did outline these specifics but felt his appointed curriculum council still may have issues with the requirement. I made it known that the intent was not to replace Science, but to offer a class for students who were already interested in agriculture so, naturally, they would probably wish to be involved in FFA and SAE anyway.

#### ***Step 5-Make corrections***

I made Principal Harrington's recommendation changes making sure to use the new school wide course description format. I also updated all of the Vocational Agriculture Departments courses to follow the same format. I went into more detail on the outline, breaking up individual units of instruction into smaller parts, making sure to include FFA and SAE on the outline.

#### ***Step 6-Resubmit to administration for approval***

I submitted a final copy to the Principal for his review. He asked a few more questions about text book costs, which I researched and got back to him. He also asked about costs for starting up the course and maintaining it annually. Since my classroom is already equipped with a tremendous amount of science and laboratory equipment such as beakers, test tubes, microscopes, and slides, I informed him that start up costs would be the same as annual costs: \$500 per year. I also informed him, after consulting with Department Chair Chris Hildebrand, that this \$500 would come from departmental funds and would in no way impact the District or site financially.

#### ***Step 7-Submit to Templeton School Board for approval***

Principal Tom Harrington wrote up the board packet and presented the new course to the Templeton School Board for approval. The item was presented and passed 5-0 by the School Board on March 10<sup>th</sup>, 2011.

#### ***Step 8-Offer course for 2011-2012 school year***

Currently, Agriculture Biology is listed in our departmental brochure and has been submitted to counseling as a course we would like to offer in the following year. With budgetary constraints, we are unclear if we will be able to hire a new teacher to fill our third position for the 2011-2012 school year which makes course offerings tight. However, we are going to do all that we can to promote the program and the class within the community and hope to have a very high enrollment to show the need of that position. Additionally, I have offered to give up my tutorial period for one year in order to be able to offer one additional section in the 2011-2012 school year.

# TEMPLETON HIGH SCHOOL

## Course Description

Course Title	Agriculture Biology		
Department	Agriculture	Course Code	
Transcript Title		Grade Level	9-12
Course Length	2 Semesters	CSU/UC A-G	Yes-D
Credit	5 / Semester	CST End of Course Exam	Biology
THS Graduation Requirement	Science	Date of Board Approval	
Grading period	Semester	Maximum Enrollment	25
<b>Prerequisite:</b> 9 <sup>th</sup> Grade Standing			

### Course Description (Registration Book):

This course emphasizes biological processes from cells to organisms to ecosystems. Students will be actively engaged in laboratory investigations, concept activities and projects. A major part of the course involves learning the scientific method through research and experimental technique. A research paper and long-term experiment may be required. Departmental instruction in record keeping and leadership will be given through FFA projects and activities.

**Board Approved Text:** Biology, 2007, Johnson and Raven, Holt, Rinehart and Winston, ISBN 0-03-092201-1, Text Adopted 2007.

**Teacher Requirement (NCLB):** California Single Subject (Agriculture), California Specialist Credential (Agriculture)

**Acceptable Cuesta Course:** none

**Acceptable On-line Course:** none

**State Content Standards:** <http://www.cde.ca.gov/be/st/ss/documents/sciencestnd.pdf>  
<http://www.cde.ca.gov/ci/ct/sf/documents/cteststandards.pdf#page=11>

**State Framework:** <http://www.cde.ca.gov/be/st/ss/documents/sciencestnd.pdf>  
<http://www.cde.ca.gov/ci/ct/sf/documents/cteststandards.pdf#page=11>

**Curriculum Calendar:** See attached

**Course Outline:** See attached

**Grading Policy:** See attached

## ***TEMPLETON HIGH SCHOOL***

**COURSE TITLE:** Agriculture Biology

**DEPARTMENT:** Agriculture

**DURATION:** One Year

**GRADE LEVEL:** 9

**PREREQUISITES:** Recommendation of 8th grade teacher with “B-” or better in science

**NUMBER OF  
SEMESTERS  
FOR CREDIT:** 2

**GRADUATION  
REQUIREMENT:** Science (life) requirement; U.C./C.S.U. approved course

**COURSE  
DESCRIPTION:** This course emphasizes biological processes from cells to organisms to ecosystems. Students will be actively engaged in laboratory investigations, concept activities and projects. A major part of the course involves learning the scientific method through research and experimental technique. A research paper and long-term experiment may be required. Departmental instruction in record keeping and leadership will be given through FFA projects and activities.

### **OBJECTIVES:**

#### **CALIFORNIA BIOLOGY STANDARDS**

##### **Cell Biology**

1. The fundamental life processes of plants and animals depend on a variety of chemical reactions that occur in specialized areas of the organism’s cells. As a basis for understanding this concept:

- a. Students know cells are enclosed within semipermeable membranes that regulate their interaction with their surroundings.
- b. Students know enzymes are proteins that catalyze biochemical reactions without altering the reaction equilibrium and the activities of enzymes depend on the temperature, ionic conditions, and the pH of the surroundings.
- c. Students know how prokaryotic cells, eukaryotic cells (including those from plants and animals), and viruses differ in complexity and general structure.
- d. Students know the central dogma of molecular biology outlines the flow of information from transcription of ribonucleic acid (RNA) in the nucleus to translation of proteins on ribosomes in the cytoplasm.
- e. Students know the role of the endoplasmic reticulum and Golgi apparatus in the

secretion of proteins. f. Students know usable energy is captured from sunlight by chloroplasts and is stored through the synthesis of sugar from carbon dioxide.

g. Students know the role of the mitochondria in making stored chemical-bond energy available to cells by completing the breakdown of glucose to carbon dioxide.

h. Students know most macromolecules (polysaccharides, nucleic acids, proteins, lipids) in cells and organisms are synthesized from a small collection of simple precursors.

i.\* Students know how chemiosmotic gradients in the mitochondria and chloroplast store energy for ATP production. j\* Students know how eukaryotic cells are given shape and internal organization by a cytoskeleton or cell wall or both.

## **Genetics**

2. Mutation and sexual reproduction lead to genetic variation in a population. As a basis for understanding this concept:

a. Students know meiosis is an early step in sexual reproduction in which the pairs of chromosomes separate and segregate randomly during cell division to produce gametes containing one chromosome of each type.

b. Students know only certain cells in a multicellular organism undergo meiosis.

c. Students know how random chromosome segregation explains the probability that a particular allele will be in a gamete.

d. Students know new combinations of alleles may be generated in a zygote through the fusion of male and female gametes (fertilization).

e. Students know why approximately half of an individual's DNA sequence comes from each parent.

f. Students know the role of chromosomes in determining an individual's sex.

g. Students know how to predict possible combinations of alleles in a zygote from the genetic makeup of the parents.

3. A multicellular organism develops from a single zygote, and its phenotype depends on its genotype, which is established at fertilization. As a basis for understanding this concept:

a. Students know how to predict the probable outcome of phenotypes in a genetic cross from the genotypes of the parents and mode of inheritance (autosomal or X-linked, dominant or recessive).

b. Students know the genetic basis for Mendel's laws of segregation and independent assortment.

c.\* Students know how to predict the probable mode of inheritance from a pedigree

diagram showing phenotypes.

d.\* Students know how to use data on frequency of recombination at meiosis to estimate genetic distances between loci and to interpret genetic maps of chromosomes.

4. Genes are a set of instructions encoded in the DNA sequence of each organism that specify the sequence of amino acids in proteins characteristic of that organism. As a basis for understanding this concept:

a. Students know the general pathway by which ribosomes synthesize proteins, using tRNAs to translate genetic information in mRNA.

b. Students know how to apply the genetic coding rules to predict the sequence of amino acids from a sequence of codons in RNA.

c. Students know how mutations in the DNA sequence of a gene may or may not affect the expression of the gene or the sequence of amino acids in an encoded protein.

d. Students know specialization of cells in multicellular organisms is usually due to different patterns of gene expression rather than to differences of the genes themselves.

e. Students know proteins can differ from one another in the number and sequence of amino acids. f.\* Students know why proteins having different amino acid sequences typically have different shapes and chemical properties.

5. The genetic composition of cells can be altered by incorporation of exogenous DNA into the cells. As a basis for understanding this concept:

a. Students know the general structures and functions of DNA, RNA, and protein.

b. Students know how to apply base-pairing rules to explain precise copying of DNA during semiconservative replication and transcription of information from DNA into mRNA.

c. Students know how genetic engineering (biotechnology) is used to produce novel biomedical and agricultural products.

d.\* Students know how basic DNA technology (restriction digestion by endonucleases, gel electrophoresis, ligation, and transformation) is used to construct recombinant DNA molecules.

e.\* Students know how exogenous DNA can be inserted into bacterial cells to alter their genetic makeup and support expression of new protein products.

## **Ecology**

6. Stability in an ecosystem is a balance between competing effects. As a basis for understanding this concept:

- a. Students know biodiversity is the sum total of different kinds of organisms and is affected by alterations of habitats.
- b. Students know how to analyze changes in an ecosystem resulting from changes in climate, human activity, introduction of nonnative species, or changes in population size.
- c. Students know how fluctuations in population size in an ecosystem are determined by the relative rates of birth, immigration, emigration, and death.
- d. Students know how water, carbon, and nitrogen cycle between abiotic resources and organic matter in the ecosystem and how oxygen cycles through photosynthesis and respiration.
- e. Students know a vital part of an ecosystem is the stability of its producers and decomposers.
- f. Students know at each link in a food web some energy is stored in newly made structures but much energy is dissipated into the environment as heat. This dissipation may be represented in an energy pyramid.
- g.\* Students know how to distinguish between the accommodation of an individual organism to its environment and the gradual adaptation of a lineage of organisms through genetic change.

## **Evolution**

7. The frequency of an allele in a gene pool of a population depends on many factors and may be stable or unstable over time. As a basis for understanding this concept:

- a. Students know why natural selection acts on the phenotype rather than the genotype of an organism.
- b. Students know why alleles that are lethal in a homozygous individual may be carried in a heterozygote and thus maintained in a gene pool.
- c. Students know new mutations are constantly being generated in a gene pool.
- d. Students know variation within a species increases the likelihood that at least some members of a species will survive under changed environmental conditions.
- e.\* Students know the conditions for Hardy-Weinberg equilibrium in a population and why these conditions are not likely to appear in nature. f.\* Students know how to solve the Hardy-Weinberg equation to predict the frequency of genotypes in a population, given the frequency of phenotypes.

8. Evolution is the result of genetic changes that occur in constantly changing environments. As a basis for understanding this concept:

- a. Students know how natural selection determines the differential survival of groups of organisms.
- b. Students know a great diversity of species increases the chance that at least some organisms survive major changes in the environment.
- c. Students know the effects of genetic drift on the diversity of organisms in a population.
- d. Students know reproductive or geographic isolation affects speciation.
- e. Students know how to analyze fossil evidence with regard to biological diversity, episodic speciation, and mass extinction.
- f.\* Students know how to use comparative embryology, DNA or protein sequence comparisons, and other independent sources of data to create a branching diagram (cladogram) that shows probable evolutionary relationships.
- g.\* Students know how several independent molecular clocks, calibrated against each other and combined with evidence from the fossil record, can help to estimate how long ago various groups of organisms diverged evolutionarily from one another.

## **Physiology**

9. As a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable (homeostatic) despite changes in the outside environment. As a basis for understanding this concept:

- a. Students know how the complementary activity of major body systems provides cells with oxygen and nutrients and removes toxic waste products such as carbon dioxide.
- b. Students know how the nervous system mediates communication between different parts of the body and the body's interactions with the environment.
- c. Students know how feedback loops in the nervous and endocrine systems regulate conditions in the body.
- d. Students know the functions of the nervous system and the role of neurons in transmitting electrochemical impulses.
- e. Students know the roles of sensory neurons, interneurons, and motor neurons in sensation, thought, and response.
- f.\* Students know the individual functions and sites of secretion of digestive enzymes (amylases, proteases, nucleases, lipases), stomach acid, and bile salts.
- g.\* Students know the homeostatic role of the kidneys in the removal of nitrogenous wastes and the role of the liver in blood detoxification and glucose balance.



h.\* Students know the cellular and molecular basis of muscle contraction, including the roles of actin, myosin,  $\text{Ca}^{+2}$ , and ATP.

i.\* Students know how hormones (including digestive, reproductive, osmoregulatory) provide internal feedback mechanisms for homeostasis at the cellular level and in whole organisms.

10. Organisms have a variety of mechanisms to combat disease. As a basis for understanding the human immune response:

a. Students know the role of the skin in providing nonspecific defenses against infection.

b. Students know the role of antibodies in the body's response to infection.

c. Students know how vaccination protects an individual from infectious diseases.

d. Students know there are important differences between bacteria and viruses with respect to their requirements for growth and replication, the body's primary defenses against bacterial and viral infections, and effective treatments of these infections.

e. Students know why an individual with a compromised immune system (for example, a person with AIDS) may be unable to fight off and survive infections by microorganisms that are usually benign.

f.\* Students know the roles of phagocytes, B-lymphocytes, and T-lymphocytes in the immune system.

## **CAREER TECHNICAL EDUCATION FOUNDATION STANDARDS**

### **Leadership and Teamwork**

9.0 Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:

9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.

9.2 Understand the ways in which pre-professional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.

9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.

9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.

9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.

- 9.6 Understand leadership, cooperation, collaboration, and effective decision-making skills applied in group or team activities, including the student organization.

### **Technical Knowledge and Skills**

10.0 Students understand the essential knowledge and skills common to all pathways in the Agriculture and Natural Resources sector:

- 10.1 Understand the aims, purposes, history, and structure of the FFA student organization, and know the opportunities it makes available.
- 10.2 Manage and actively engage in a career-related, supervised agricultural experience.

## **CAREER TECHNICAL EDUCATION AGRISCIENCE PATHWAY STANDARDS**

### **Agriscience Pathway**

C The Agriscience Pathway helps students acquire a broad understanding of a variety of agricultural areas, develop an awareness of the many career opportunities in agriculture, participate in occupationally relevant experiences, and work cooperatively with a group to develop and expand leadership abilities. Students study California agriculture, agricultural business, agricultural technologies, natural resources, and animal, plant, and soil sciences.

*C5.0 Students understand the cell structure and function of plants and animals:*

- C5.1 Understand the purpose and anatomy of cells.
- C5.2 Know how cell parts function.
- C5.3 Understand various cell actions, such as osmosis and cell division.
- C5.4 Understand how plant and animal cells are alike and different.

*C6.0 Students understand animal anatomy and systems:*

- C6.1 Know the names and locations of the external anatomy of animals.
- C6.2 Know the anatomy and major functions of vertebrate systems, including digestive, reproductive, circulatory, nervous, muscular, skeletal, respiratory, and endocrine systems.

*C7.0 Students understand basic animal genetics:*

- C7.1 Differentiate between genotype and phenotype, and describe how dominant and recessive genes function.
- C7.2 Compare genetic characteristics among cattle, sheep, swine, and horse breeds.
- C7.3 Understand how to display phenotype and genotype ratios (e.g., by using a Punnett Square).
- C7.4 Understand the fertilization process.
- C7.5 Understand the purpose and processes of mitosis and meiosis.

*C8.0 Students understand fundamental animal nutrition and feeding:*

- C8.1 Know types of nutrients required by farm animals (e.g., proteins, minerals, vitamins, carbohydrates, fats/oils, water).

*C9.0 Students understand basic animal health:*

- C9.3 Understand the causes and control of common animal diseases.

*C11.0 Students understand plant growth and development:*

- C11.5 Understand the photosynthesis process and the roles of the sun, chlorophyll, sugar, oxygen, carbon dioxide, and water in the process.

C11.6 Understand the respiration process in the breakdown of food and organic matter.

*C13.0 Students understand the scientific method:*

C13.1 Understand the steps of the scientific method.

C13.2 Analyze an animal or plant problem and devise a solution based on the scientific method.

C13.3 Use the scientific method to conduct agricultural experiments.

## **Agriculture Biology Course Outline**

### **I. Introduction to Biology**

1. The Language of Science
2. The Scientific Method
3. Characteristics of Life
4. Understanding organisms and their levels of organization

### **II. Ecology**

1. What is a habitat?
2. The ecosystem and its environment
3. How populations affect ecosystems
4. Autotrophs vs. heterotrophs
5. Symbiotic relationships
6. Food webs and energy pyramids

### **III. Cell Biology**

1. Components of Cell Theory and history
2. Prokaryotes vs Eukaryotes
3. Part of cells and their functions
4. Differences between plant and animal cells
5. Osmosis, Passive, Active Transport
6. Cellular processes
  1. Photosynthesis
  2. Respiration
  3. Fermentation

### **III. Cell Cycle**

1. Reasons for Eukaryotic Cell Division
2. Processes of Cell Cycle
  1. G1, S, G2
  2. Mitosis
  3. Cytokinesis
3. Meiosis
  1. Purpose of meiosis
  2. Process of meiosis

### **IV. DNA & RNA**

1. Structure
2. Base pairing rules
3. Differences between RNA and DNA
4. Replication
5. Transcription
6. Translation
7. Mutations involving DNA
8. DNA in technology

### **V. Genetics**

1. What is inheritance?

1. Mendel
2. Self-Pollination
3. Cross-Pollination
4. Stock
5. Offspring
2. Difference between pure breeds and cross breeds
3. Genes and Dominance
4. Segregation of alleles
  1. Parts of chromosomes
5. Inheritance of traits using Punnett Squares
6. Independent Assortment with dihybrid crosses
7. Incomplete dominance vs. codominance
8. Mutations involving chromosomes

## VI. Evolution

1. Gene Frequency
2. Principal of Natural Selection
3. Lethal Genes
4. Speciation
5. Isolation mechanisms
6. Hardy-Weinberg Conditions
7. Homologous vs analogous structures
8. Interpreting fossil records

## VII. Microbes and Disease

1. Types of microbes and their requirements
2. Specific vs. non-specific defense
3. Antibody production
4. Antibiotics vs. vaccines
5. Immune response system

## IX. Physiology

1. Maintaining homeostasis in a living organism
2. Nervous system
  1. Parts of the neuron
  2. Feedback loops
  3. Nerve transmission
  4. CNS vs. PNS
3. Digestive system
  1. Parts of the digestive system
    1. Monogastric vs. ruminant vs. avian digestion
  2. Chemical vs. mechanical digestion

## X. FFA

1. What is FFA?
2. How members can get involved in FFA
3. Leadership development

## XI. SAE

1. Introduction to record keeping
2. Completion of FFA Record Book
3. Completion of FFA SAE Proficiency Application

# **Templeton High School Agriculture Department**



## **Quality Criteria One: Curriculum and Instruction**

Templeton High School Agriculture Department currently uses the California Career Technical Education Model Curricular Standards for Grades Seven through Twelve, which were adopted by the California Board of Education in May 2005. In addition we also use the California Agriculture Basic Core and Advanced Cluster Curriculum. I point out we use both because our course description/outlines that are on file with our counselors and district were developed by Gerald Clark and Patrick Casey using the Agriculture Education Basic Core and Advanced Cluster Curriculum. Yet when myself and the other current department members develop lesson plans we typically use the more current California Career Technical Education Model Curricular Standards.

The curriculum for Templeton High School Agriculture Department has been developed in a way to create easy to follow career pathways for our students. There are three broad areas or pathways that we offer they are, Agricultural Mechanics, Animal Science, and Ornamental Horticulture. Freshmen entering the program have three major courses to choose from: Introduction to Agriculture Science, Introduction to Agriculture Mechanics, and Agriculture Biology. From any of these classes they may continue in a specific pathway. The Agriculture Biology course also earns the students UC/CSU science credit. Of course, students are welcome to enroll in more than one of these entry level classes.

The Mechanics Pathway includes the following courses:

- ROP Computer Aided Drafting I, II, and III
- Agriculture Welding I
- ROP Welding I and II
- Agriculture Woodshop I
- ROP Woodshop I and II

The Animal Science Pathway includes the following courses:

- Advanced Animal Science
- ROP Small Animal Pre-Veterinary Science
- School Farm Management

The Ornamental Horticulture Pathway includes the following courses:

- Applied Horticulture
- ROP Greenhouse Management
- ROP Landscaping
- ROP Art & History of Floral Design

Additionally, ROP Agriculture Leadership is offered to students in grades 9-12. Agriculture Laboratory Technician units may be earned by students with prior consent of instructor for the purpose of helping to set up equipment and supplies for classes.

All pathways and courses utilize a variety of teaching techniques and technology. Some of these may include computer/internet projects, PowerPoint presentations, industry representatives, and agricultural field trips.

# **Templeton High School Agriculture Department**



## **Quality Criteria Two: Leadership and Citizenship Development**

Students enrolled in any agriculture course at Templeton High School are automatically members of the FFA. Being a member of the FFA opens doors to leadership and citizenship development that are not available to all students in high school. The FFA also gives students the opportunity to earn recognition and awards for their leadership and citizenship. Students enrolled in all agriculture classes at Templeton High School have participation in FFA activities as part of their class grade. The grading breakdown for all agriculture classes at Templeton High School is as follows, 10% FFA Participation, 10% SAE Project and 80% all other class work. Therefore any student wanting to earn an A in their agriculture course must participate in the FFA.

To earn the entire 10% for FFA participation the agriculture department staff requires students to participate in three FFA activities per semester. The FFA participation is graded using the FFA activities pages in the FFA Record Book and is verified using sign-in sheets at all FFA activities throughout the year. It is preferred by the agriculture teachers that students participate in at least one leadership activity, at least one fundraising activity and at least one cooperative (citizenship) activity to total their three FFA activities. Our activities are planned at a variety of times and days of the week to make it possible for as many students as possible to become active in the FFA. Although we do have some students that do not take part in FFA opportunities we do have many students that participate in well over the required three activities for their grade.

The FFA activities offered to Templeton FFA members are organized by the chapter officer team and committee members. One or more of the three FFA advisors (agriculture teachers) oversee each event put on by the Templeton FFA. The Templeton FFA has been chartered since 1930 and is well supported by the students, teachers, staff, district, parents and community of Templeton.



# **Templeton High School Agriculture Department**



## **Quality Criteria Three: Practical Application of Occupational Skills**

At Templeton High School students have the wonderful opportunity of having practical application of occupational experience skills offered to them both in and outside of class. During class time the agriculture teachers at Templeton High School are constantly utilizing hands-on activities that give students real world experience. This is highly apparent when you walk through any of the shops, classrooms, or the school farm. Students have the opportunity to learn occupational skills at Templeton High School in welding, wood working, livestock management, floral design, and horticulture. The agriculture teachers are constantly working hard to find and create projects on campus to do during class time that will provide students with practical and occupational skills. Some of the projects that have been completed during class time that give these skills are: the construction of a storage shed, design and completion of a 3000 square foot landscaped area, design and completion of BBQ's, trailers, gates, etc. in the welding shop, design and completion of tables, outdoor furniture, arbors, dog houses, etc. in the wood shop, and design and completion of raised planter beds, landscape plots and a mother-stock field in the OH area. We are lucky at Templeton High School to have the facilities and equipment available to us to give students practical application of occupational skills.

In addition to learning occupational skill during class time we ask that students take this idea one step further by developing their own project, or having a work experience project, known as their Supervised Agricultural Experience (SAE) Project. Like the FFA portion of a Templeton agriculture student's grade the SAE is also counted as a portion of their grade. The grading breakdown for all agriculture classes at Templeton High School is as follows, 10% SAE Project, 10% FFA Participation, and 80% all other class work. Therefore any student wanting to earn an A in their agriculture course must maintain an SAE project throughout the entire year. To earn the entire 10% for their SAE Project students must complete a minimum of ten hours of work on their SAE project per semester. I require students to turn in an electronic copy of the official FFA Record Book as well as the cover, page 2, page 3 and 6 photo pages of the FFA Proficiency Application. Although we do have some students that do not take part in the SAE Project participation opportunities we do have many students that participate in well over the required ten hours for their grade. Templeton is well represented with their SAE Projects at many events and competitions such as: Project Competition, Templeton FFA Project Auction, California Mid-State Fair, California State Fair and Proficiency Awards.

Templeton FFA advisors are very fortunate to have nearly everything we need to have successful SAE projects for our students. The Templeton Agriculture Department has two crew cab long bed Ford trucks, one 8 passenger van, two livestock trailers, one small trailer, one small portable livestock scale, and one large livestock scale which are indeed great benefits when supervising SAE Projects. In addition most expenses incurred by the agriculture teachers while participating in FFA/SAE events are fully reimbursed by the district if the proper steps are followed. We are without a doubt very lucky to have the support of our district and community.

# **Templeton High School Agriculture Department**



## **Quality Criteria Four: Qualified and Competent Personnel**

Templeton High School has one tenured agriculture teacher, and two probationary agriculture teachers. Chris Hildebrand is the tenured Department Head. Robin Schroeder is a probationary teacher who has submitted her resignation for the following year. Her last day is in June. I am the second probationary teacher and am working towards tenured status. We hope to be allowed to hire a third teacher for the 2011-2012 school year, but with budgeting constraints are unsure at this time. All teachers employed by Templeton Unified School District are qualified and competent.

Each instructor at Templeton High School holds a valid Agriculture Specialist Teaching Credential that authorizes us to teach agriculture courses. In addition our credentials authorize that we have had a minimum of 3000 hours of occupational work experience in agriculture. The agriculture teachers use a variety of instructional strategies, materials and effective teaching techniques to enhance all of our student's learning. We are very lucky to have new technology available to us and to our students to create a wonderful and effective teaching atmosphere. The agriculture teachers all participate in professional development activities that are offered to us through CATA, Templeton Teachers Association and our district.

The administrators, counselors, and instructional staff at Templeton High School are supportive of the Agriculture Department and Templeton FFA. Our Principal, Mr. Harrington is very supportive of all of our FFA activities, encourages our students and even attends FFA events on a regular basis. In addition to our Principal being supportive we have had other administrators and staff attend events and help judge FFA events. I believe that we do have work to do when it comes to keeping our counselors educated about our program. I would like to have yearly meetings to keep them involved and educated about the classes we offer in the agriculture department. In addition I would like to have our students give at least one presentation a year at board meetings and possibly faculty meetings. Our newly appointed Superintendent has agreed to attend the State Proficiency Dinner and evening session at the State FFA Conference and we are excited he has agreed to view this important aspect of our program. Templeton FFA and the Agriculture Department has a spectacular relationship with our administrators, counselors, and staff but there is always room for improvement and new ideas.

# **Templeton High School Agriculture Department**



## **Quality Criteria Five: Facilities, Equipment and Materials**

The facilities, equipment and materials at Templeton High School Agriculture Department are very nice. I would say most of the facilities, equipment and materials are comparable and simulate the use of those in the business industry. In addition the facilities, equipment, and materials are of the quality and quantity to accomplish instructional objective. Even with the ever changing technology I believe that our agriculture department has kept up well in order to send well prepared students into the job force and college. Some of our new technology that has been purchased or installed in the last five years would include: plasma cam, MIG welder, plasma cutter, drum sander, oscillating spindle sander, mother stock field, landscape plots, greenhouse mist system, greenhouse sprinkler system, small livestock scale, automatic hog watering system with heating to prevent freezing, two teacher laptops, mounted LCD projector, and an eight passenger van. For next year we have plans to get a new ironworker, updated CAD software, \$1,500 of new woodshop tools, \$2,500 of new horticulture tools and re-cover the fiberglass on our school farm greenhouse. Additionally, a \$3000 retail floral cooler was purchased earlier this year and a \$12000 walk-in floral cooler will be installed this Spring thanks to a Specialized Agriculture Incentive Grant I applied for and received.

At Templeton High School we are very lucky to have superb school laboratory and teaching facilities. Our school facilities on campus are as follows: 2 full size classrooms with ample storage, a 20 station computer lab, 3 teacher offices, an officer room complete with kitchen facilities, copy machine and more ample storage, a full woodshop with usable area and tables for a third classroom, full welding shop, outside and indoor shop material storage, greenhouse, shade house, head-house with work tables, storage room and soil bins, three landscape plots, six large raised planter beds and a mother-stock field. Just off the high school campus (about a seven minute walk from the agriculture department classrooms) we have a school farm. Our school farm facilities include: a large irrigated pasture, a large non-irrigated pasture, six pig pens, a swine and sheep wash rack, five cattle pens, cattle tub, alley and chute, eight sheep pens, rabbit facilities, two chicken coops, hay storage shed, two small tack rooms for student use, a large storage shed, show arena, greenhouse, and raised planter beds. The majority of the school lab facilities are maintained by the agriculture teachers and our students; although when needed MOT, grounds and maintenance helps maintain the facilities. Examples would be when we need weeds sprayed (we are not able to spray chemicals with students) and wiring electrical for new machines. I believe that we do a nice job keeping our facilities neat, clean, and orderly; even though there is always room for improvement.

In comparison to other schools that I have observed I believe that our equipment, facilities, and materials are well maintained, replaced, repaired, updated and/or modified to accommodate special populations when needed. When we enter a work request for something to be fixed it is typically done within a week or so of notification to the district. If something is needed for student or teacher safety it is often ordered and purchased without many questions. Many of our facilities are or have been built or modified to accommodate handicapped students. The High School counselors and administration are great in adapting or supplementing materials for special populations. The agriculture teachers do their best to keep safety in mind when ordering new equipment and modifying equipment. We are fortunate to have a supportive district that believes in upholding safety rules and regulations to keep our shops and laboratories running smoothly.

## **Templeton High School Agriculture Department**



### **Quality Criteria Six: Community, Business and Industry Involvement**

The Agriculture Advisory Committee at Templeton High School is made up of individuals who represent the community, business, industry, parents, and staff. The committee meets two to three times per year typically at the Templeton High School Agriculture Department. The Templeton Agriculture Advisory Committee has been very helpful in the decision making process of the department and has been in the best interest of the students when helping direct the department.

In addition to the Advisory Committee, our Parent Support Club is also very active. Members of this group meet the same night as chapter meetings and are instrumental when it comes to supporting our program both within the community and with financial support. Parents help organize and conduct our annual project auction as well as set up booths at the Templeton Chamber of Commerce Founders Day in addition to helping with many other activities throughout the year.

Involvement with additional organization includes the California Rare Fruit Growers which host their November meeting on our campus. Our students prepare an educational demonstration to give to the fruit enthusiasts. In the future, we hope to become more involved with the Independent Grape Growers of the Paso Robles Area as they have offered financial support to the newly formed Grapevine Pruning team and want to continue to see the program grow at Templeton High School.

# **Templeton High School Agriculture Department**



## **Quality Criteria Seven: Career Guidance**

All students enrolled in the agriculture department at Templeton High School have a student data sheet on file that is updated every year they take an agriculture class. Agriculture students complete the student data sheets in class with their instructor at the beginning of the year each year. The student data sheets are then filed into the student individual folders in the officer room along with any prior student data sheets or record books.

The agriculture department does our best to educate our counselors about the courses we offer and what students we feel fit in particular classes. In addition to educating the counselors we feel it is very important to educate the 8<sup>th</sup> grade students before their enrollment forms are due. To do this we conduct an 8<sup>th</sup> Grade Orientation in conjunction with the counselors and ASB. The 8<sup>th</sup> grade orientation takes place each spring. The 8<sup>th</sup> graders from our local middle school come to the high school for a half day. The first 1 to 2 hours (depending on the year) is spent in the agriculture department. In the past the agriculture department has sponsored a lunch for the 8<sup>th</sup> graders and we hope to continue it in the future. When the 8<sup>th</sup> graders are visiting the agriculture department we have them rotating around the different classrooms and laboratories trying to determine where their interests might lie. The stations we typically include in the rotations are: Ornamental Horticulture, Welding, Woodshop, Animal Science, CAD and FFA. During the FFA rotation current agriculture students go over the different opportunities available through FFA and discuss how FFA is a graded part of every agriculture class. In the other 5 rotations current agriculture students discuss what is learned in each of the areas and what introduction class they should enroll in if they are interested. For example if an 8<sup>th</sup> grader is interested in CAD, welding or woodshop they should enroll in Introduction to Agriculture Mechanics and if they are interested in ornamental horticulture or animal science they should enroll in Introduction to Agriculture Science. Over the years this event has proved to be a great success with a high number of freshmen in the agriculture department.

All students are welcome to enroll in the agriculture department at Templeton High School. Currently we have numerous students enrolled from the RSP program with multiple students requiring severe modifications. The only issue we try to address before there is a problem is safety, especially in the agriculture mechanics classes. In some cases students travel to our classes with an educational aid to ensure their success and safety. Our department has given success to students that don't see success very often in the classroom.

In the agriculture classes students are informed about different career paths open to them. The agriculture instructors provide units of instruction in agricultural careers and even bring in guest speakers to provide insight as well. As an example Mr. Hildebrand has had a gentleman named Mr. MaCaffery coming into the welding shop during and after school to certify students in welding before they graduate from high school. To help make students aware of post-secondary education we have multiple 2+2 articulation agreements with California Community Colleges and have visits from college agriculture ambassadors. I believe that many of the students that we teach will have gained at least an idea for a career path before they graduate high school.

# **Templeton High School Agriculture Department**



## **Quality Criteria Eight: Program Promotion**

As in any agriculture department and especially with an elective based department program promotion is essential. If our department did not inform other students, parents, counselors, other teachers, administration, board members, and the community about our program on a regular basis we would not be successful. It is of extreme importance to us to have strong promotion to ensure ample enrollment in our elective classes in order to keep all three agriculture teachers full-time and have a thriving FFA chapter.

At Templeton High School we have what I believe to be three major promotional events throughout each school year. The three events that I think have a major impact on our program promotion are: Ag Info Day, FFA Week, and 8<sup>th</sup> Grade Orientation. Additionally we have some major fundraisers that promote our program and get our name out into the community. The fundraisers that receive major community support and promote our program are Drive Thru BBQ's, Plant Sales, Floral Sales, and our Project Auction.

Our first promotional event, Ag Information Day is when preschool through second-graders from Templeton spend some time at the Templeton FFA school farm learning about and experiencing agriculture. They also have the opportunity to interact with many of our most active FFA members. This event is typically held in the fall each year but this year we had time conflicts with the elementary schools so it was held in the spring. Ag Info Day serves as an excellent recruitment and promotional too for the agriculture department and FFA. Many of the he elementary students have their first experience with agriculture and FFA at this event. I feel this goes a long way in developing a positive view of the agriculture industry and the FFA program. Moreover Ag Info Day puts a good feeling toward the agriculture department in the minds of the other teachers in the district and creates a positive image for the agriculture department in the community.

Then just like so many other FFA chapters across the country, Templeton FFA tries our best to make a big to-do out of National FFA Week. Our officer team gets excited about making plans for the festivities each year. The plans for FFA Week change each year but here are a few of the activities that have taken place in the past: ice cream social, agriculture Olympics, FFA member appreciation luncheon, staff appreciation lunch, FFA fun facts and Ag facts on windows, teacher weigh, and movie night. Some of the activities are for FFA members only and are geared toward keeping them excited about and involved in FFA. Other activities are open to all students and designed to keep a positive image of agriculture and the FFA organization in their minds as they register for classes each spring.

Then we wrap up the year with a great promotional activity, 8<sup>th</sup> Grade Orientation. Before eighth graders register for their freshman classes, they come to the agriculture department for an orientation. Stations are set up around the department to inform students of the courses offered and of the opportunities available through FFA. The stations include: animal science, horticulture, woodshop, metal shop, computer aided drafting, and FFA. Before students are sent to the gym to talk with counselors we feed them something, in the past it has been anything from ice cream cups to a full hamburger lunch. The agriculture department is fortunate to have this event to help with freshman enrollment,

In addition to the three major events described above we also submit articles to the local newspapers and school newsletter, attend school board meeting, faculty meeting and community meetings, participate and volunteer at community events, participate in CDE contests and local fairs.

# **Templeton High School Agriculture Department**



## **Quality Criteria Nine: Program Accountability and Planning**

At Templeton High School we do not have a set in stone performance based assessment system. The agriculture teachers who are qualified and competent design final exams and at times practical exams that serve as assessment for what students have learned in our agriculture classes. With our new administration, we have implemented the use of Data Director for all of our finals. Each class is required to have an at least 25 question final using Data Director. All questions must be aligned to CTE standards. I use Data Director for some regular assessments as well. While it does take time to pick out the standards for each question, it does make analyzing the results much easier as everything is broken down in to color coded performance bands.

Every year the Templeton High School Agriculture Department staff up-dates the comprehensive plan. The comprehensive plan is very large and takes up an entire 3" binder all by itself. The comprehensive plan contains documents that show the validity of our department and proves that we are doing what is expected of us. Mr. Greg Beard, the South Coast Regional Supervisor, reviews the comprehensive plan every three years with the department; however the plan is up-dated by the department each year.

As with any successful program funding is very important. Each year the agriculture department head with the input of other department members, school site secretary and administration creates a comprehensive budget indicating planned expenditures as well as a source of funds for the agriculture program. The budget reflects long range plans for facility and equipment improvements. The agriculture teachers are very privileged to work with a school site secretary and district that keep us well informed of our budget and support most of what we believe to be important expenditures.

## **Templeton High School Agriculture Department**



### **Quality Criteria Ten: Student-Teacher Ratio**

Just like in most other school around the country Templeton Agriculture Department battles staying in the proper student-teacher ratio for class instruction and FFA. Although in some classes we are over the magic numbers of 25 students for the classroom and 20 for shop and laboratory classes, I believe we are probably under the average number for other schools. Even though it would be great to meet the numbers of 20 and 25 I trust that the agriculture teachers at Templeton High School are still able to provide quality instruction.

Currently I am meeting the proper student-teacher ratios in all of my classes but this was not the case at the start of the year when only two of my classes met the proper student-teacher ratio. My current ratios are as follows: Introduction to Agriculture (laboratory) 29:1, Floral Design Section 1 (laboratory) 20:1, Floral Design Section II (laboratory) 29:1, Landscape Maintenance (laboratory) 13:1, and Applied Horticulture (laboratory) 27:1. This averages to 23.6 students per class. For the other Templeton agriculture teachers I know they have similar ratios with some classes over on numbers.

When it comes to our FFA and SAE supervision Templeton is just over the 60 students per advisor recommendation. We currently have 274 students on our R-2 roster and 3 advisors which amounts to 91 students per advisor. Even though this is just over the limit I believe we are still pretty fortunate due to our SAE period which allows us to make visits during school hours. The SAE period causes some of the student-teacher ratio difficulties but I would much rather have a couple additional students in my class and be able to keep my SAE period.



## **Templeton High School Agriculture Department**



### **Quality Criteria Eleven: Full Year Employment**

Currently at Templeton High School the Agriculture/ FFA Advisors have full year employment. But we do not have an extended contract that pays 20% of our base salary. Many years ago, the agriculture teachers at THS, did have an extended contract that paid 20% of their base salary but during difficult financial times the district took away the extended contract and it has never been re-instated. In place of the 20% extended contract we receive a stipend for summer livestock management of \$4,125 which is mostly covered by ROP funds and teaching ROP Livestock Management; and during the school year we receive a \$3500 FFA stipend. Additionally Templeton High School meets this Quality Criterion by providing all three agriculture teachers with a regular preparation period and an SAE supervision period.

# **Templeton High School Agriculture Department**



## **Student Data Sheets**

Student Data Sheets are completed at the beginning of every year in all classes. The sheets are then cross referenced with class rosters to ensure no duplicate sheets are entered. The Data Sheets are used to enter information on the R2 report, then filed in the student file cabinets located in the Chapter Officer Room.

# AGRICULTURAL EDUCATION - STUDENT CAREER SHEET DATA SHEET

A. Name

Last Name

First Name, MI

B. Gender: Male

Female

C. Date:

D. Year in Agriculture Program:

E. Grade Level in School:

(9, 10, 11, 12)

F. Program of Instruction Being Pursued: (Select Only One)

Plant & Soil Science (4010)

Animal Science (4020)

Agricultural Mechanics (4030)

Agricultural Business (4040)

Ornamental Horticulture (4050)

Forestry & Natural Resources (4060)

Agriscience (4070)

G. I Am Taking This Course Because: (Select One)

I plan a career in agriculture

Not a career, just an interest in agriculture.

Not interested, placed in class.

H. Ethnic Origin: (Select Only One)

White

Hispanic

Black (Except Hispanic)

Filipino

Asian or Pacific Islander

American Indian/Native American

Other

I. Locator Data:

Street Address:

Phone Number:

Parent/Guardian Name (Print Full Name For Each)

Mr.

Miss/Mrs./Ms.

J. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.

I want to be a large animal

yet

K. Please indicate below your plans after graduation from high schools:

1. Go to Work Full - Time

No Further Education

Some College Later

2. Go to College

Community College

Four Year College

Full-Time Student

Part-Time Student

Agriculture Major

Non-Agriculture Major

3 Go Into Military Service

## STUDENT PROGRAM PLANNING FORM

L. Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
School Year	Course	School Year	Course	School Year	Course	School Year	Course
	Ag Science intro		Adv. Agr. Science		Ag. Leadership		English
	Geometry		English		Eng.		English
	AP Biology		PE		History		tutorial
	English		Spanish 2		Science		science
	tutorial		Algebra		English		Math
	Spanish 1		tutorial		tutorial		Ag Leadership
	PE		History		Floral		Articulture
	word processing		Science		welding		Adv. Agr. Science

M. Supervised Agricultural Experience Plan (Project Program should be related to career goal).

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
Marketing	1	Marketing	1	Marketing	1	Marketing	1
welding	1	welding	1	welding	1	welding	1
garden	1	garden	1	garden	1	garden	1

N. Planned Department Activity (FFA)

Ch. Meetings	Ch. Meetings	Ch. Meetings	Ch. Meetings
Livestock Judging	Livestock Judging	Livestock Judging	Livestock Judging
Ag Info Day	Mid State Fair	Mid State Fair	Mid State Fair
Mid State Fair	SAE Project	SAE Project	SAE Project
	Ag Info Day	Ag Info Day	Ag Info Day

Parents/Guardians Signature: \_\_\_\_\_

# AGRICULTURAL EDUCATION - STUDENT CAREER SHEET

DATA SHEET

ROP Construction

A. Name

Last Name

First Name, MI

B. Gender: Male

Female

C. Date:

8-30-10

D. Year in Agriculture Program:

3rd

E. Grade Level in School:

(1st, 2nd, 3rd, 4th)  
11

F. Program of Instruction Being Pursued: (Select Only One)

Plant & Soil Science (4010)

Animal Science (4020)

Agricultural Mechanics (4030)

Agricultural Business (4040)

Ornamental Horticulture (4050)

Forestry & Natural Resources (4060)

Agriscience (4070)

G. I Am Taking This Course Because: (Select One)

X I plan a career in agriculture

Not a career, just an interest in agriculture.

Not interested, placed in class.

H. Ethnic Origin: (Select Only One)

X White

Hispanic

Black (Except Hispanic)

Filipino

Asian or Pacific Islander

American Indian/Native American

Other

I. Locator Data:

Street Address:

Phone Number:

Parent/Guardian Name (Print Full Name For Each)

Mr.

Miss/Mrs./Ms.

J. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.

Animal well being/behavior specialist

K. Please indicate below your plans after graduation from high schools:

1. Go to Work Full - Time

No Further Education

Some College Later

2. Go to College

Community College

Four Year College

Full-Time Student

Part-Time Student

Agriculture Major

Non-Agriculture Major

3 Go Into Military Service

## STUDENT PROGRAM PLANNING FORM

L. Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

FRESHMAN YEAR School Year	SOPHOMORE YEAR School Year	JUNIOR YEAR School Year	SENIOR YEAR School Year
Course	Course	Course	Course
English	English	Study Hall	Wood shop
Alg. B	Alg Geometry	Construction	Animal Sc.
Bio	World History	Floral	English
Geo.	Sch. Farm Mng.	English	History
Drama	P.E.	Alg. 2	Ag classes
PE	Lab Tech	Adv. Animal Sc.	
Animal Science	ASL I	US History	
Study Hall	Study Hall	ASL 2	

M. Supervised Agricultural Experience Plan (Project Program should be related to career goal).

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
Swine Prod.	1	Swine Prod.	2	Swine Prod.	2		
Goat Prod.	32	Goat Prod.	6	Goat Prod.	6	"	"
<del>Goat Prod.</del>	<del>32</del>	Cattle Prod.	7	Cattle Prod.	7		
Forest Mng.	1	Forest Mng.	1	Forest Mng.	1		

N. Planned Department Activity (FFA)

Meetings			
BBA's			
Donkey Ball			
Officer meeting			
Everything			

Parents/Guardians Signature: \_\_\_\_\_

# AGRICULTURAL EDUCATION - STUDENT CAREER SHEET DATA SHEET

A. Name

Last Name

First Name, MI

B. Gender: Male

Female

X

C. Date:

8/30/10

D. Year in Agriculture Program:

1st

(1st, 2nd, 3rd, 4th)

E. Grade Level in School:

10

(9, 10, 11, 12)

F. Program of Instruction Being Pursued: (Select Only One)

Plant & Soil Science (4010)

Animal Science (4020)

Agricultural Mechanics (4030)

Agricultural Business (4040)

X Ornamental Horticulture (4050)

Forestry & Natural Resources (4060)

Agriscience (4070)

G. I Am Taking This Course Because: (Select One)

I plan a career in agriculture

X Not a career, just an interest in agriculture.

Not interested, placed in class.

H. Ethnic Origin: (Select Only One)

X

White

Hispanic

Black (Except Hispanic)

Filipino

Asian or Pacific Islander

American Indian/Native American

Other

I. Locator Data:

Street Address:

Phone Number:

Parent/Guardian Name (Print Full Name For Each)

Mr.

Miss (Mrs) /Ms.

J. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.

Teacher (florist)

K. Please indicate below your plans after graduation from high schools:

1. Go to Work Full - Time

No Further Education

Some College Later

2. Go to College

Community College

Four Year College

Full-Time Student

Part-Time Student

Agriculture Major

Non-Agriculture Major

3 Go Into Military Service

## STUDENT PROGRAM PLANNING FORM

L. Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

FRESHMAN YEAR School Year	SOPHOMORE YEAR School Year	JUNIOR YEAR School Year	SENIOR YEAR School Year
Course	Course	Course	Course
9 <sup>th</sup> grade English	10 <sup>th</sup> grade English	11 <sup>th</sup> grade English	12 <sup>th</sup> grade English
World Geography	Geometry	Algebra II	Stats
Algebra I	Chemistry	Physics	Econ / Civics
Biology	World History	U.S. History	AP Biology
Physical Education	Tutorial	Tutorial	Tutorial
Art 1	Spanish II	Spanish III	T.A.
Spanish I	Floral Design	Cermacis	woodshop
Tutorial	Physical Education	CAD I	Drama

M. Supervised Agricultural Experience Plan (Project Program should be related to career goal).

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
		Work on Ranch					

N. Planned Department Activity (FFA)

	FFA Banquet		
	Drive thru BBQ		
	Enchilada sale		

Parents/Guardians Signature: \_\_\_\_\_



# AGRICULTURAL EDUCATION - STUDENT CAREER SHEET DATA SHEET

A. Name

Last Name

First Name, MI

B. Gender: Male ☒

Female ☐

C. Date:

8/12/11

D. Year in Agriculture Program:

3rd  
(1st, 2nd, 3rd, 4th)

E. Grade Level in School:

(9, 10, 11, 12)

F. Program of Instruction Being Pursued: (Select Only One)

Plant & Soil Science (4010)

Animal Science (4020)

☒ Agricultural Mechanics (4030)

Agricultural Business (4040)

Ornamental Horticulture (4050)

Forestry & Natural Resources (4060)

Agriscience (4070)

G. I Am Taking This Course Because: (Select One)

☒ I plan a career in agriculture

Not a career, just an interest in agriculture.

Not interested, placed in class.

H. Ethnic Origin: (Select Only One)

☒ White

Hispanic

Black (Except Hispanic)

Filipino

Asian or Pacific Islander

American Indian/Native American

Other

I. Locator Data:

Street Address:

Phone Number:

Parent/Guardian Name (Print Full Name For Each)

Mr.

Miss/Mrs./Ms.

J. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.

doing.

start a welding business

K. Please indicate below your plans after graduation from high schools:

1. Go to Work Full - Time

No Further Education

Some College Later

2. Go to College

Community College

Four Year College

Full-Time Student

Part-Time Student

Agriculture Major

Non-Agriculture Major

3 Go Into Military Service

## STUDENT PROGRAM PLANNING FORM

L. Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

FRESHMAN YEAR School Year	SOPHOMORE YEAR School Year	JUNIOR YEAR School Year	SENIOR YEAR School Year
Course	Course	Course	Course
		Pop welder I	Pop welder
		English CB	CAD II
		Mathematics	
		CAD I	
		US History	
		Tutorial I	
		Chemistry	
		Art	

M. Supervised Agricultural Experience Plan (Project Program should be related to career goal).

S.A.E	Size	S.A.E	Size	S.A.E	Size
		Market steer	Large	Market steer	Large
		Welding project	medium	Welding project	medium

N. Planned Department Activity (FFA)

		Drive through FFA	
		School Room cleaning	
		FFA meetings	
		Captain's Meeting	

Parents/Guardians Signature: \_\_\_\_\_

# AGRICULTURAL EDUCATION - STUDENT CAREER SHEET DATA SHEET

A. Name

Last Name

First Name, MI

B. Gender: Male

Female

C. Date:

D. Year in Agriculture Program:

E. Grade Level in School:

(1st, 2nd, 3rd, 4th)  
11

F. Program of Instruction Being Pursued: (Select Only One)

Plant & Soil Science (4010)

Animal Science (4020)

Agricultural Mechanics (4030)

Agricultural Business (4040)

Ornamental Horticulture (4050)

Forestry & Natural Resources (4060)

Agriscience (4070)

G. I Am Taking This Course Because: (Select One)

I plan a career in agriculture

Not a career, just an interest in agriculture.

Not interested, placed in class.

H. Ethnic Origin: (Select Only One)

White

Hispanic

Black (Except Hispanic)

Filipino

Asian or Pacific Islander

American Indian/Native American

Other

I. Locator Data:

Street Address:

Phone Number:

Parent/Guardian Name (Print Full Name For Each)

Mr.

Miss/Mrs./Ms.

J. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.

ag teacher

K. Please indicate below your plans after graduation from high schools:

1. Go to Work Full - Time

No Further Education

Some College Later

2. Go to College

Community College

Four Year College

Full-Time Student

Part-Time Student

Agriculture Major

Non-Agriculture Major

3 Go Into Military Service

## STUDENT PROGRAM PLANNING FORM

L. Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

FRESHMAN YEAR School Year	SOPHOMORE YEAR School Year	JUNIOR YEAR School Year	SENIOR YEAR School Year
Course	Course	Course	Course
English 9	English 10	English 11	English 12
World Geo	World History	US History	Civics
Biology	Algebra II	Forensics	Molecular Biology
Geometry	Chemistry	Prob/stats	
Spanish I	School Farm Manage.	Floral Design	
Intro to Ag Sci.	Health/Drivers Ed	Adv. Animal Sci.	
P.E.	P.E.	Spanish II	
tutorial	tutorial	tutorial	

M. Supervised Agricultural Experience Plan (Project Program should be related to career goal).

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
Sheep Production	23	Sheep Prod.	7	Sheep Prod.	3	Sheep Production	5
Market Sheep	10	Market Lamb	10	Market Lamb	10	Market Lamb	10

N. Planned Department Activity (FFA)

Drive thru BBO	Drive thru BBO	Drive thru BBO	Drive thru BBO
<del>FFA</del> Careerworld Con.	MFE	ALA	State Conference
State Conference	State Conference	Livestock Judging	FFA Meetings
Farm Clean Up	FFA Meetings	National Convention	Livestock Judging
FFA meetings	Livestock Judging	State Conference	Donkey Basketball

Parents/Guardians Signature: \_\_\_\_\_

# AGRICULTURAL EDUCATION - STUDENT CAREER SHEET DATA SHEET

A. Name

Last Name

First Name, MI

B. Gender: Male

Female

C. Date:

8-30-10

D. Year in Agriculture Program:

3rd

E. Grade Level in School:

(1st, 2nd, 3rd, 4th)

11

F. Program of Instruction Being Pursued: (Select Only One)

Plant & Soil Science (4010)

Animal Science (4020)

Agricultural Mechanics (4030)

Agricultural Business (4040)

Ornamental Horticulture (4050)

Forestry & Natural Resources (4060)

Agriscience (4070)

G. I Am Taking This Course Because: (Select One)

I plan a career in agriculture

Not a career, just an interest in agriculture.

Not interested, placed in class.

H. Ethnic Origin: (Select Only One)

White

Hispanic

Black (Except Hispanic)

Filipino

Asian or Pacific Islander

American Indian/Native American

Other

I. Locator Data:

Street Address:

Phone Number:

Parent/Guardian Name (Print Full Name For Each)

Mr.

Miss/Mrs./Ms.

J. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.

Agriculture teacher or vet

K. Please indicate below your plans after graduation from high schools:

1. Go to Work Full - Time

No Further Education

Some College Later

2. Go to College

Community College

Four Year College

Full-Time Student

Part-Time Student

Agriculture Major

Non-Agriculture Major

3 Go Into Military Service

## STUDENT PROGRAM PLANNING FORM

L. Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

FRESHMAN YEAR School Year	SOPHOMORE YEAR School Year	JUNIOR YEAR School Year	SENIOR YEAR School Year
Course	Course	Course	Course
world geography	geometry	Geometry	
biology	world history	Advanced Animal Science	
Algebra I	school farm management	Chemistry	
English	ASL II	TA	
Intro Animal Sci	English	Applied OH	
ASL I	PE	english	
PE	Health/Driver Ed	tutorial	
tutorial	tutorial	US History	

M. Supervised Agricultural Experience Plan (Project Program should be related to career goal).

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size

N. Planned Department Activity (FFA)


Parents/Guardians Signature: \_\_\_\_\_

# AGRICULTURAL EDUCATION - STUDENT CAREER SHEET DATA SHEET

A. Name

Last Name

First Name, MI

B. Gender: Male

Female

C. Date:

8/30/10

D. Year in Agriculture Program:

1

E. Grade Level in School:

(1st, 2nd, 3rd, 4th)

12

F. Program of Instruction Being Pursued: (Select Only One)

Plant & Soil Science (4010)

Animal Science (4020)

X Agricultural Mechanics (4030)

Agricultural Business (4040)

Ornamental Horticulture (4050)

Forestry & Natural Resources (4060)

Agriscience (4070)

G. I Am Taking This Course Because: (Select One)

X I plan a career in agriculture

Not a career, just an interest in agriculture.

Not interested, placed in class.

H. Ethnic Origin: (Select Only One)

X White

Hispanic

Black (Except Hispanic)

Filipino

Asian or Pacific Islander

American Indian/Native American

Other

I. Locator Data:

Street Address:

Phone Number:

Parent/Guardian Name (Print Full Name For Each)

Mr.

Miss/Mrs/Ms.

J. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.

Architect

K. Please indicate below your plans after graduation from high schools:

1. Go to Work Full - Time

No Further Education

Some College Later

2. Go to College

Community College

Four Year College

Full-Time Student

Part-Time Student

Agriculture Major

Non-Agriculture Major

3 Go Into Military Service

# STUDENT PROGRAM PLANNING FORM

L. Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

FRESHMAN YEAR School Year	SOPHOMORE YEAR School Year	JUNIOR YEAR School Year	SENIOR YEAR School Year
Course	Course	Course	Course
			CAD III
			English
			Statistics
			Civics
			AP Environmental
			Ceramics
			T.A.

M. Supervised Agricultural Experience Plan (Project Program should be related to career goal).

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
						Hier(er)cat home)	Size
						woodpract	
						MSF animal	

N. Planned Department Activity (FFA)

[illegible]

Parents/Guardians Signature:



# AGRICULTURAL EDUCATION - STUDENT CAREER SHEET DATA SHEET

A. Name

Last Name

First Name, MI

B. Gender: Male

Female

C. Date:

D. Year in Agriculture Program:

E. Grade Level in School:

F. Program of Instruction Being Pursued: (Select Only One)

Plant & Soil Science (4010)

Animal Science (4020)

Agricultural Mechanics (4030)

Agricultural Business (4040)

Ornamental Horticulture (4050)

Forestry & Natural Resources (4060)

Agriscience (4070)

G. I Am Taking This Course Because: (Select One)

I plan a career in agriculture

Not a career, just an interest in agriculture.

Not interested, placed in class.

H. Ethnic Origin: (Select Only One)

White

Hispanic

Black (Except Hispanic)

Filipino

Asian or Pacific Islander

American Indian/Native American

Other

I. Locator Data:

Street Address:

Phone Number:

Parent/Guardian Name (Print Full Name For Each)

Mr.

Miss/Mrs./Ms.

J. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.

(architect) → land & small flock of sheep → sheep breeder

K. Please indicate below your plans after graduation from high schools:

1. Go to Work Full - Time

No Further Education

Some College Later

2. Go to College

Community College

Four Year College

Full-Time Student

Part-Time Student

Agriculture Major

Non-Agriculture Major

3 Go Into Military Service

## STUDENT PROGRAM PLANNING FORM

L. Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

FRESHMAN YEAR School Year	SOPHOMORE YEAR School Year	JUNIOR YEAR School Year	SENIOR YEAR School Year
Course	Course	Course	Course
	Honors English		
	P.E.		
	AP Euro		
	Spanish III		
	Algebra II		
	tutorial		
	Chemistry		
	CAD		

M. Supervised Agricultural Experience Plan (Project Program should be related to career goal).

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
		breeding sheep					
		dairy goats					
		market hares					
		appointment writer					

N. Planned Department Activity (FFA)

	FFA meetings		
	Drive-inno BGG		
	State Conventions		
	Fairs		
	Invested in FFA contests		

Parents/Guardians Signature: \_\_\_\_\_

# AGRICULTURAL EDUCATION - STUDENT CAREER SHEET



A. Name

Last Name

First Name, MI

B. Gender: Male

Female

C. Date:

D. Year in Agriculture Program:

E. Grade Level in School:

(9, 10, 11, 12)

F. Program of Instruction Being Pursued: (Select Only One)

Plant & Soil Science (4010)

Animal Science (4020)

Agricultural Mechanics (4030)

Agricultural Business (4040)

Ornamental Horticulture (4050)

Forestry & Natural Resources (4060)

Agriscience (4070)

G. I Am Taking This Course Because: (Select One)

I plan a career in agriculture

Not a career, just an interest in agriculture.

Not interested, placed in class.

H. Ethnic Origin: (Select Only One)

White

Hispanic

Black (Except Hispanic)

Filipino

Asian or Pacific Islander

American Indian/Native American

Other

I. Locator Data:

Street Address:

Phone Number:

Parent/Guardian Name (Print Full Name For Each)

Mr.

Miss/Mrs./Ms.

J. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.

doing:

Agricultural Business Major

K. Please indicate below your plans after graduation from high schools:

1. Go to Work Full - Time

No Further Education

Some College Later

2. Go to College

Community College

Four Year College

Full-Time Student

Part-Time Student

Agriculture Major

Non-Agriculture Major

3 Go Into Military Service

# STUDENT PROGRAM PLANNING FORM

- L. Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

[illegible]

- M. Supervised Agricultural Experience Plan (Project Program should be related to career goal).

[illegible]

- N. Planned Department Activity (FFA)

[illegible]

Parents/Guardians Signature:

# AGRICULTURAL EDUCATION - STUDENT CAREER SHEET DATA SHEET

A. Name

Last Name

First Name, MI

B. Gender: Male

Female

C. Date:

9/2/10

D. Year in Agriculture Program:

1st

(1st, 2nd, 3rd, 4th)

E. Grade Level in School:

9

F. Program of Instruction Being Pursued: (Select Only One)

Plant & Soil Science (4010)

Animal Science (4020)

Agricultural Mechanics (4030)

Agricultural Business (4040)

Ornamental Horticulture (4050)

Forestry & Natural Resources (4060)

Agriscience (4070)

G. I Am Taking This Course Because: (Select One)

X

I plan a career in agriculture

Not a career, just an interest in agriculture.

Not interested, placed in class.

H. Ethnic Origin: (Select Only One)

X

White

Hispanic

Black (Except Hispanic)

Filipino

Asian or Pacific Islander

American Indian/Native American

Other

I. Locator Data:

Street Address:

Phone Number:

Parent/Guardian Name (Print Full Name For Each)

Mr.

Miss/Mrs./Ms.

J. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.

I want to be a large animal veterinarian!

K. Please indicate below your plans after graduation from high schools:

1. Go to Work Full - Time

2. Go to College

No Further Education

Some College Later

Community College

Four Year College

Full-Time Student

Part-Time Student

Agriculture Major

Non-Agriculture Major

3 Go Into Military Service

## STUDENT PROGRAM PLANNING FORM

L. Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
School Year	Course	School Year	Course	School Year	Course	School Year	Course
	Agriculture Introduction 1		Ag Leadership		Advanced Animal Sc.		Government Economics
	Honors World Geo		Ag Geography		US History		Floral
	Algebra 1		Geometry		Algebra 2		Trigonometry
	Coed PE		COED PE		Spanish 3		Welding
	Spanish 1		Spanish 2		English		English
	Honors English		Earth Science		Chemistry		tutorial
	Biology CP		English		tutorial		TA (AgTech)
	Tutorial		Tutorial				

M. Supervised Agricultural Experience Plan (Project Program should be related to career goal).

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
Raising Animals	1	Animals	1	Animals	1	Animals	1
W. Experience @ Farm	1						

N. Planned Department Activity (FFA)

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
School Year	Course	School Year	Course	School Year	Course	School Year	Course
	Judging Team		Judging Team		Judging Team		Judging Team
	Green Hand Conference		Chapter Meeting		Chapter Meeting		Chapter Meeting
	Chapter Meeting		Committee		Committee		Committee
	Creed Speaking						
	Community Service						
	Committee						

Parents/Guardians Signature: \_\_\_\_\_

# **Templeton High School Agriculture Department**



## **Permanent Vo-Ag Student Record**

File cabinets containing the names of all students in the program are located in the Chapter Officer Room. These cabinets are organized by graduation year and then alphabetically. Files are stored for 3 years after graduation to ensure we have the most accurate records.

Within each file, certain information is contained. This includes: Student Data Sheets, home visit reports, project visitation forms, and any degree applications. Signed copies of business agreements may also be kept here for future proficiency and degree scoring as well.

# AGRICULTURAL EDUCATION - STUDENT CAREER SHEET

## DATA SHEET

A. Name

Last Name

First Name, MI

B. Gender: Male

Female

C. Date:

D. Year in Agriculture Program:

E. Grade Level in School:

F. Program of Instruction Being Pursued: (Select Only One)

Plant & Soil Science (4010)

Animal Science (4020)

Agricultural Mechanics (4030)

Agricultural Business (4040)

Ornamental Horticulture (4050)

Forestry & Natural Resources (4060)

Agriscience (4070)

G. I Am Taking This Course Because: (Select One)

I plan a career in agriculture

Not a career, just an interest in agriculture.

Not interested, placed in class.

H. Ethnic Origin: (Select Only One)

White

Hispanic

Black (Except Hispanic)

Filipino

Asian or Pacific Islander

American Indian/Native American

Other

I. Locator Data:

Street Address:

Phone Number:

Parent/Guardian Name (Print Full Name For Each)

Mr.

Miss/Mrs./Ms.

J. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.

doing.

I want to be a large animal vet

K. Please indicate below your plans after graduation from high schools:

1. Go to Work Full - Time

No Further Education

Some College Later

2. Go to College

Community College

Four Year College

Full-Time Student

Part-Time Student

Agriculture Major

Non-Agriculture Major

3 Go Into Military Service



## STUDENT PROGRAM PLANNING FORM

L. Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
School Year	Course	School Year	Course	School Year	Course	School Year	Course
	Ag Science intro		Adv. Agr Science		Ag Leadership		Ag Extension
	Geometry		English		Ag		English
	AP Biology		PE		History		tutorial
	English		Spanish 2		Science		science
	tutorial		Ag		English		Math
	Spanish 1		tutorial		tutorial		Ag Leadership
	PE		History		Ag		Ag Extension
	Wood shop		Science		welding		Adv. Agr Science

M. Supervised Agricultural Experience Plan (Project Program should be related to career goal).

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
Marketing	1	Marketing	1	Marketing	1	Marketing	1
welding	1	welding	1	welding	1	welding	1
garden	1	garden	1	garden	1	garden	1

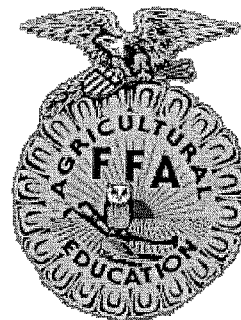
N. Planned Department Activity (FEA)

Ch. Meetings	Ch. Meetings	Ch. Meetings	Ch. Meetings
livestock judging	livestock judging	livestock judging	livestock judging
ag extension	Mid State Fair	Mid State Fair	Mid State Fair
Ag Intro Day	SAE Project	SAE Project	SAE Project
Mid State Fair	Ag Intro Day	Ag Intro Day	Ag Intro Day

Parents/Guardians Signature: \_\_\_\_\_

# Templeton Agriculture Department

Home Visit Report 2010-2011



Student's Name: \_\_\_\_\_

Date: 9/28/10

Parent's Names: \_\_\_\_\_

- ✓ Student's Current Grade: 99%
- ✓ FFA Interest? Agricultural center interest
- ✓ SAE Project Idea or Started? Breeding + market Swine Ag. Education
- ✓ What are you going to do for FFA Credits? Open/Closing, G-Hand Conf., mtgs. everything!
- ✓ What upcoming events can you go to? Creed Livestock
- ✓ Are you interested in attending the Greenhand Leadership Conference on Thursday Oct. 14<sup>th</sup>? Cost \$30 Yes!

✓ **Grade Breakdown:**

**40% Classroom:** Participation, attendance, assessments

**20% Project**

**10% Notebook**

**10% Final Exam**

**10% SAE** (Supervised Agricultural Experience = 10 hrs. of work on a project outside of class, per semester)

**10% FFA:** Students must get 3 FFA credits per semester

- ✓ Suggested four year plan based on course interests (see back).

**Sophomore Year:** ~~Ag Leadership~~ Ag Leadership

**Junior Year:** ~~Adv. ASCI~~ Adv. ASCI Weld. Ag Leadership

**Senior Year:** Vet Science, Ag Leadership Floral

✓ **Signatures:**

Student \_\_\_\_\_

Date

En2 9/28/10

Parent \_\_\_\_\_

Date

Teacher

Date

\*Parent's will receive a copy of this sheet sent home with student after the visit.

TEMPLETON HIGH SCHOOL  
VOCATIONAL AGRICULTURE DEPARTMENT

## PROJECT VISITATION REPORT

Name of Student:

Date of Visit:

6/30/10

Project(s) Supervised:

Swine

General Condition of Project:

170lbs

Recommendations for Improvement:

4 oz. Paylean daily  
Weigh next week and call  
and leave wt. on my voicemail  
215.6018

Student Signature:

Advisor Signature:

Ei Thom

WHITE: FILE

YELLOW: PARENT COPY

PINK: STUDENT COPY

TEMPLETON HIGH SCHOOL  
VOCATIONAL AGRICULTURE DEPARTMENT

PROJECT VISITATION REPORT

Name of Student:

Date of Visit:

1/18/11

Project(s) Supervised:

King City market lamb

General Condition of Project:

1 1/3 lb. per feeding

Recommendations for Improvement:

Keep pulling feed after 1/2 hour  
until eat it all

Work up to 3 1/2 - 4 lbs day

15-20 min. 3-4 days a week

Practice bracing

Student Signature:

Advisor Signature:

WHITE: FILE

YELLOW: PARENT COPY

PINK: STUDENT COPY  
wCp

TEMPLETON HIGH SCHOOL  
VOCATIONAL AGRICULTURE DEPARTMENT

PROJECT VISITATION REPORT

Name of Student: [REDACTED]

Date of Visit: 1/26/11

Project(s) Supervised: Breeding Swine

General Condition of Project:

Lots of cool color  
Plans to expand facility to have  
pens for jackpots

Recommendations for Improvement:

Make everyone black no matter  
what!  
I will let you know on 2/15  
how many I want... if you  
are willing to sell to me

Student Signature: [REDACTED]

Advisor Signature: E. J. [Signature]

WHITE: FILE

YELLOW: PARENT COPY

PINK: STUDENT COPY  
wCr

# AGRICULTURAL EDUCATION - STUDENT DATA CAREER PLAN

K

## DATA SHEET

A. Name: [REDACTED] FIRST MI

B. Gender: (Circle One) Male ☒ Female ☐

C. Date: 3-30-94 Age: 14

D. Year In Agriculture Program: (Circle One) 1 2 3 4

E. Grade Level In School: (Circle One) 9 10 11 12

F. Program Of Instruction Being Pursued: (Select Only One)

☐ Plant & Soil Science (4010)

☐ Animal Science (4020)

☐ Agricultural Mechanics (4030)

☐ Agricultural Business Management (4040)

☐ Ornamental Horticulture (4050)

☐ Forestry & Natural Resources (4060)

☒ Agriculture Core - Year One (4070)

☐ Agriculture Core - Year Two (4080)

G. I Am Taking This Course Because: (Select One)

☒ I plan a career in agriculture.

☐ Not a career, just an interest in agriculture.

☐ Not interested, placed in class.

H. Ethnic Origin: (Select Only One)

☒ White

☐ Hispanic

☐ Black (Except Hispanic)

☐ Filipino

☐ Asian or Pacific Islander

☐ American Indian/Native Alaskan

I. Locator Data:

Street Address [REDACTED]

Phone Number [REDACTED]

Parent/Guardian Name (Print Full Name For Each)

Mr. [REDACTED]

Miss [REDACTED]

Mrs. [REDACTED]

J. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis ( ) an occupation in agriculture you would enjoy doing.

dog breeding  
dog teaching

K. Please indicate below your plans after graduation from high school:

1. Go to Work Full-Time                     

No Further Education                     

Some College Later                     

2. Go to College                     

Community College                     

Four Year College                     

Full-Time Student                     

Part-Time Student                     

Agriculture Major                     

Non-Agriculture Major                     

3. Go Into Military Service                     

Revised 8/03

## STUDENT PROGRAM PLANNING FORM

L. Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently being taken, and planned to be taken in

the future.

FRESHMAN YEAR  
(2008-09)

(2008-09)

SOPHOMORE YEAR  
(2009-10)

(2009-10)

JUNIOR YEAR  
(2010-11)

(2010-11)

SENIOR YEAR  
(2011-12)

(2011-12)

CLASS	TEACHER	RM	CLASS	TEACHER	RM	CLASS	TEACHER	RM	CLASS	TEACHER	RM
Ag Sc.	Margaret		Guinea	Production		Reproduction			School Farm		
English C.P. Edwards						and Cystic			managing		
Andy Hall	James					et alst feeding					
PE	Crew										
Agribus	Hays										
Biological	Brattle										
World Crea C.P. Lanes											

Drama Stateboard  
M. Supervised Practical Experience Plan (Project program should be related to career goal).

SOE	SIZE	SOE	SIZE	SOE	SIZE	SOE	SIZE	SOE	SIZE
MSE HOG									
Breeding HOG									
Breeding Goat									

N. Planned Departmental Activities (FFA)

Sell tickets					
FFA meetings					

Parents/Guardians Signature: \_\_\_\_\_

# AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

A. Name: \_\_\_\_\_

Last Name

First Name, MI

B. Gender: \_\_\_\_\_

Male \_\_\_\_\_

Female X

C. Date: Birth 03-30-94

D. Year in Agriculture Program: \_\_\_\_\_

(1st, 2nd, 3rd, 4th) 2nd

E. Grade Level in School: \_\_\_\_\_

(9, 10, 11, 12) 10

F. Program of Instruction Being Pursued: (Select Only One)

- X Plant & Soil Science (4010)
- Animal Science (4020)
- Agricultural Mechanics (4030)
- Agricultural Business (4040)
- Ornamental Horticulture (4050)
- Forestry & Natural Resources (4060)
- Agriscience (4070)

G. I Am Taking This Course Because: (Select One)

- X I plan a career in agriculture
- Not a career, just an interest in agriculture.
- Not interested, placed in class.

H. Ethnic Origin: (Select Only One)

- X White
- Hispanic
- Black (Except Hispanic)
- Filipino
- Asian or Pacific Islander
- X American Indian/Native American
- Other

I. Locator Data:

Street Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Parent/Guardian Name (Print Full Name For Each)

Mr. \_\_\_\_\_

Miss/Mrs./Ms. \_\_\_\_\_

J.

When you eventually take you place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.

K.

Please indicate below your plans after graduation from high schools:

1. Go to Work Full - Time \_\_\_\_\_  
No Further Education \_\_\_\_\_  
Some College Later \_\_\_\_\_
2. Go to College \_\_\_\_\_  
Community College \_\_\_\_\_  
Four Year College \_\_\_\_\_  
Full-Time Student \_\_\_\_\_  
Part-Time Student \_\_\_\_\_  
Agriculture Major X \_\_\_\_\_  
Non-Agriculture Major \_\_\_\_\_
3. Go Into Military Service \_\_\_\_\_

Run a big Ranch pushing cattle, swim goats, horses and maybe be an Ag teacher.



## STUDENT PROGRAM PLANNING FORM

L. Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
School Year	2008-09	School Year	2009-10	School Year	2010-11	School Year	2011-12
Course		Course		Course		Course	
Ag Science Intro		World History					
		ASL					
		Sch. Farm mgmt					
		Geometry					
		Lab Tech					
		PE					
		Study Hall					
		English					

M. Supervised Agricultural Experience Plan (Project Program should be related to career goal).

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
Breeding Goats		Breeding Goats					
Breeding Swine		Breeding Swine					
Forest Mgmt		Forest Mgmt					
		Grazing Production					

N. Planned Department Activity (FFA)

		FFA meetings			
		BBO Drive thru			
		End of year sale			
		Project action			
		Plant sale			

Parents/Guardians Signature: \_\_\_\_\_

AGRICULTURAL EDUCATION - STUDENT CAREER SHEET  
DATA SHEET

209 Construction

A. Name

Last Name

First Name, MI

B. Gender: Male

Female

C. Date: 8-30-10

D. Year in Agriculture Program:

(1st, 2nd, 3rd, 4th)

E. Grade Level in School:

(9, 10, 11, 12)

F. Program of Instruction Being Pursued: (Select Only One)

Plant & Soil Science (4010)

Animal Science (4020)

Agricultural Mechanics (4030)

Agricultural Business (4040)

Ornamental Horticulture (4050)

Forestry & Natural Resources (4060)

Agriscience (4070)

G. I Am Taking This Course Because: (Select One)

X I plan a career in agriculture

Not a career, just an interest in agriculture.

Not interested, placed in class.

H. Ethnic Origin: (Select Only One)

X White

Hispanic

Black (Except Hispanic)

Filipino

Asian or Pacific Islander

American Indian/Native American

Other

I. Locator Data:

Street Address:

Phone Number:

Parent/Guardian Name (Print Full Name For Each)

Mr.

Miss/Mrs./Ms.

J. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.

Animal well being/behavior specialist

K. Please indicate below your plans after graduation from high schools:

1. Go to Work Full - Time

No Further Education

Some College Later

2. Go to College

Community College

Four Year College

Full-Time Student

Part-Time Student

Agriculture Major

Non-Agriculture Major

3 Go Into Military Service

## STUDENT PROGRAM PLANNING FORM

L. Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
School Year	Course	School Year	Course	School Year	Course	School Year	Course
	English		English		Study Hall		Wood Shop
	Alg. B		Alg. Geometry		Construction		Animal Sc.
	Bio		World History		Floral		English
	Geo.		Sch. Farm Mng.		English		History
	Drama		P.E.		Alg. 2		
	PE		Lab Tech		Adv. Animal Sc.		Ag classes
	Animal Science		ASL I		US. History		
	Study Hall		Study Hall		ASL 2		

M. Supervised Agricultural Experience Plan (Project Program should be related to career goal).

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
Swine Pro.	1	Swine Prod.	2	Swine Prod.	2		
Goat Pro	32	Goat Prod.	6	Goat Prod.	6	"	"
<del>Forest Mng.</del>	1	Cattle Prod.	7	Cattle Prod.	7		
Forest Mng.	1	Forest Mng.	1	Forest Mng.	1		


N. Planned Department Activity (FFA)

Meetings			
BBA's			
Donkey B-ball			
Officer meeting			
Everything			

Parents/Guardians Signature: \_\_\_\_\_

TEMPLETON HIGH SCHOOL  
VOCATIONAL AGRICULTURE DEPARTMENT

PROJECT VISITATION REPORT

Name of Student: 

Date of Visit: 1/22/11

Project(s) Supervised:

Breeding Swine  
Breeding Goat


General Condition of Project:


Prop. 2 Compliant farrowing crate  
Very clean facilities  
Very friendly goats  
2 does left to kid

Recommendations for Improvement:

Maybe breed open females for  
summer pigs? at least to take to  
Templeton auction for some extra  
cash... just a thought

Get pictures to me ASAP so we  
can get proficiencies

Student Signature: 

Advisor Signature: 

WHITE: FILE

YELLOW: PARENT COPY

PINK: STUDENT COPY

wcp



# CALIFORNIA ASSOCIATION FFA GOLDEN STATE DEGREE COVER PAGE

Name: \_\_\_\_\_  
FFA ID Number: 553094257 Year FFA Membership Began: 2008  
FFA Chapter: Templeton FFA

**Statement of Candidate and Parent/Guardian**

We have prepared this application and certify that the records are true, complete and accurate. We hereby permit for publicity purposes the use of any information included in this application.

1-3-11  
Date

1/5/11  
Date

\_\_\_\_\_  
Candidate's Signature

**Certification**

We have verified the application of \_\_\_\_\_ and find that the

statements contained herein are such that we are able to recommend him/her for the California State FFA Degree. Furthermore, we verify that he/she has conducted themselves in a manner to be a credit to the organization, chapter, school, and community. Additionally he/she has "completed at least two years of instruction in agriculture education, at or above the ninth grade level, which included an agricultural SAEP." Finally He/She is "familiar with the provisions of the State and National Constitution of the FFA Organization.

1/12/11  
Date

1/3/11  
Date

1-10-11  
Date

Mark Parker  
Chapter President Signature

E. J.  
Chapter Advisor Signature

Shannon Hanks  
School Administrator Signature

**Candidate's Scholastic Record**

I hereby certify that \_\_\_\_\_ Cierra LaRue has achieved a **high school record of "C"** or better and has a **satisfactory record** of scholarship and participation in school activities

1-11-11  
Date

Maria Carroll  
School Counselor or Administrator

**Evaluator's Verification**

We certify that all of the information has been checked and is accurate as verified by the record books.

[Signature]  
Printed Name of Application Verifier:

PS  
Printed Name of Record Book Scorer:

[Signature]  
Signature of Application Verifier:

PS  
Signature of Record Book Scorer:

# **Templeton High School Agriculture Department**



## **Course Outlines**

Templeton High School is currently under new administration. Past course outlines are in the middle of being located and re-vamped. Some of them have been lost or are incomplete. Step one of the curriculum project was to update course description sheets. Attached are the current updated course descriptions for all vocational agriculture classes.

# Templeton High School Agricultural Department Course Pathways

Introduction to Ag. Science/Ag. Mechanics/Ag. Biology (9<sup>th</sup> Grade)

**Ornamental Horticulture Pathway**  
(10<sup>th</sup> 11<sup>th</sup> 12<sup>th</sup> Grade)

Applied Horticulture

ROP Landscaping

ROP Art & History of Floral Design

ROP Greenhouse Management

**Animal Science Pathway**  
(10<sup>th</sup> 11<sup>th</sup> 12<sup>th</sup> Grade)

Advanced Animal Science

School Farm Management

ROP Small Animal Pre-vet

**Mechanics Pathway**  
(10<sup>th</sup> 11<sup>th</sup> 12<sup>th</sup> Grade)

ROP CAD I

ROP CAD II

Ag Welding I

ROP Welding I

ROP Welding II

Ag Woodshop I

ROP Woodshop I

ROP Woodshop II

***ROP Agricultural Leadership is repeatable for 9<sup>th</sup> 10<sup>th</sup> 11<sup>th</sup> and 12<sup>th</sup> grade students***

# TEMPLETON HIGH SCHOOL

## Course Description

<b>Course Title</b>	<b>Advanced Animal Science</b>		
<b>Department</b>	<b>Agriculture</b>	<b>Course Code</b>	
<b>Transcript Title</b>		<b>Grade Level</b>	<b>10-12</b>
<b>Course Length</b>	<b>2 Semesters</b>	<b>CSU/UC A-G</b>	<b>No</b>
<b>Credit</b>	<b>5 / Semester</b>	<b>Approved Lab Fee</b>	<b>No</b>
<b>THS Graduation Requirement</b>	<b>No</b>	<b>NCAA Approved</b>	<b>Yes</b>

### Course Description (Registration Book):

Provides instruction in the following areas of today's beef, sheep, swine, goats, rabbits, equine and poultry industries: skeletal systems, digestive systems, selection, genetics, management practices, equipment, disease and parasite control, feeding, breeding, marketing and meat processing. Departmental instruction will be given in record keeping and leadership including FFA projects and activities.

**Board Approved Text:** Modern Livestock & Poultry Production, Gillespie, 1997, ISBN 0-8273-6733-3

**Prerequisite:** Completion of Introduction to Agriculture Science or Introduction to Agriculture Mechanics

**Teacher Requirement (NCLB):** California Single Subject (Agriculture), California Specialist Credential (Agriculture)

**Grading period:** Semester

**Maximum Enrollment:** 28

**Acceptable Cuesta Course:** none

**Acceptable On-line Course:** none

**State Content Standards:** <http://www.cde.ca.gov/ci/ct/sf/documents/ctestandards.pdf#page=11>

**State Framework:** <http://www.cde.ca.gov/ci/ct/sf/documents/ctestandards.pdf#page=11>

**Curriculum Calendar:** See attached

**Course Outline:** See attached

**Grading Policy:** See attached



# TEMPLETON HIGH SCHOOL

## Course Description

<b>Course Title</b>	<b>Agriculture Technology Welding I</b>		
<b>Department</b>	<b>Agriculture</b>	<b>Course Code</b>	
<b>Transcript Title</b>		<b>Grade Level</b>	<b>10-12</b>
<b>Course Length</b>	<b>2 Semesters</b>	<b>CSU/UC A-G</b>	<b>No</b>
<b>Credit</b>	<b>5 / Semester</b>	<b>Approved Lab Fee</b>	<b>Yes-\$25</b>
<b>THS Graduation Requirement</b>	<b>No</b>	<b>NCAA Approved</b>	<b>Yes</b>

**Course Description (Registration Book):**

Welding will expose the student to shielded arc, oxyacetylene, MIG and TIG welding processes which are common in the welding and agricultural industries. Departmental instruction will be given in record keeping and leadership including FFA projects and activities.

**Board Approved Text:** Welding Skills, Miller, 1997, ISBN 0-8269-3007-7

**Prerequisite:** Completion of Introduction to Agriculture Science or Introduction to Agriculture Mechanics

**Teacher Requirement (NCLB):** California Single Subject (Agriculture), California Specialist Credential (Agriculture)

**Grading period:** Semester

**Maximum Enrollment:** 24

**Acceptable Cuesta Course:** none

**Acceptable On-line Course:** none

**State Content Standards:** <http://www.cde.ca.gov/ci/ct/sf/documents/ctestandards.pdf#page=11>

**State Framework:** <http://www.cde.ca.gov/ci/ct/sf/documents/ctestandards.pdf#page=11>

**Curriculum Calendar:** See attached

**Course Outline:** See attached

**Grading Policy:** See attached

# TEMPLETON HIGH SCHOOL

## Course Description

<b>Course Title</b>	<b>Agriculture Technology Woodshop I</b>		
<b>Department</b>	<b>Agriculture</b>	<b>Course Code</b>	
<b>Transcript Title</b>		<b>Grade Level</b>	<b>10-12</b>
<b>Course Length</b>	<b>2 Semesters</b>	<b>CSU/UC A-G</b>	<b>No</b>
<b>Credit</b>	<b>5 / Semester</b>	<b>Approved Lab Fee</b>	<b>Yes-\$25</b>
<b>THS Graduation Requirement</b>	<b>No</b>	<b>NCAA Approved</b>	<b>Yes</b>

### Course Description (Registration Book):

Introduces use of basic woodworking tools and machines. Emphasizes safety in the use of tools and materials. Develops appreciation of good design and craftsmanship. Includes related technical knowledge, general information, and overview of the occupations in the woodworking field. Provides opportunities to discover interest and abilities in the area of woodworking. Departmental instruction will be given in record keeping and leadership including FFA projects and activities.

**Board Approved Text:** Modern Woodworking, Kicklighter and Wagner, 1996 ISBN 1-56637-220-8

**Prerequisite:** Completion of Introduction to Agriculture Science or Introduction to Agriculture Mechanics

**Teacher Requirement (NCLB):** California Single Subject (Agriculture), California Specialist Credential (Agriculture)

**Grading period:** Semester

**Maximum Enrollment:** 24

**Acceptable Cuesta Course:**

**Acceptable On-line Course:** none

**State Content Standards:** <http://www.cde.ca.gov/ci/ct/sf/documents/ctestandards.pdf#page=11>

**State Framework:** <http://www.cde.ca.gov/ci/ct/sf/documents/ctestandards.pdf#page=11>

**Curriculum Calendar:** See attached

**Course Outline:** See attached

**Grading Policy:** See attached

# TEMPLETON HIGH SCHOOL

## Course Description

Course Title	Agriculture Biology		
Department	Agriculture	Course Code	
Transcript Title		Grade Level	9-12
Course Length	2 Semesters	CSU/UC A-G	Yes-D
Credit	5 / Semester	CST End of Course Exam	Biology
THS Graduation Requirement	Science	Date of Board Approval	
Grading period	Semester	Maximum Enrollment	25
<b>Prerequisite:</b> 9 <sup>th</sup> Grade Standing			

### Course Description (Registration Book):

This course emphasizes biological processes from cells to organisms to ecosystems. Students will be actively engaged in laboratory investigations, concept activities and projects. A major part of the course involves learning the scientific method through research and experimental technique. A research paper and long-term experiment may be required. Departmental instruction in record keeping and leadership will be given through FFA projects and activities.

**Board Approved Text:** Biology, 2007, Johnson and Raven, Holt, Rinehart and Winston, ISBN 0-03-092201-1, Text Adopted 2007.

**Teacher Requirement (NCLB):** California Single Subject (Agriculture), California Specialist Credential (Agriculture)

**Acceptable Cuesta Course:** none

**Acceptable On-line Course:** none

**State Content Standards:** <http://www.cde.ca.gov/be/st/ss/documents/sciencestnd.pdf>  
<http://www.cde.ca.gov/ci/ct/sf/documents/cteststandards.pdf#page=11>

**State Framework:** <http://www.cde.ca.gov/be/st/ss/documents/sciencestnd.pdf>  
<http://www.cde.ca.gov/ci/ct/sf/documents/cteststandards.pdf#page=11>

**Curriculum Calendar:** See attached

**Course Outline:** See attached

**Grading Policy:** See attached

# TEMPLETON HIGH SCHOOL

## Course Description

Course Title	Agriculture Science Laboratory Technician		
Department	Agriculture	Course Code	
Transcript Title		Grade Level	11-12
Course Length	2 Semesters	CSU/UC A-G	No
Credit	5 / Semester	Approved Lab Fee	No
THS Graduation Requirement	No	NCAA Approved	Yes

### Course Description (Registration Book):

Agriculture Science Laboratory Technician is an elective course that will develop skills necessary to work in the applicable industry. Students will employ knowledge gained in other science classes as well as develop practical technical knowledge in setting up labs, assisting with lab work, and maintaining the laboratory. The course will be limited to five students per year, only one lab tech per class, in the areas of animal and horticultural science and school farm management. Departmental instruction will be given in record keeping and leadership through FFA projects and activities.

**Board Approved Text:** n/a

**Prerequisite:** Completion of lower level agriculture course.

**Teacher Requirement (NCLB):** California Single Subject (Agriculture), California Specialist Credential (Agriculture)

**Grading period:** Semester

**Maximum Enrollment:** 1 per instructor per period in which a course is taught

**Acceptable Cuesta Course:** none

**Acceptable On-line Course:** none

**State Content Standards:** <http://www.cde.ca.gov/ci/ct/sf/documents/ctestandards.pdf#page=11>

**State Framework:** <http://www.cde.ca.gov/ci/ct/sf/documents/ctestandards.pdf#page=11>

**Curriculum Calendar:** See attached

**Course Outline:** See attached

**Grading Policy:** See attached

# TEMPLETON HIGH SCHOOL

## Course Description

Course Title	Applied Ornamental Horticulture		
Department	Agriculture	Course Code	
Transcript Title		Grade Level	10-12
Course Length	2 Semesters	CSU/UC A-G	No
Credit	5 / Semester	Approved Lab Fee	No
THS Graduation Requirement	No	NCAA Approved	Yes

### Course Description (Registration Book):

This course includes greenhouse design, construction, and management; creating appropriate soil mixes, selection and use of fertilizers; and the study of irrigation systems and design, OH product promotion and marketing, identification of selected house and landscape plants, and cultural practices of potted plants. Departmental instruction will be given in record keeping and leadership including FFA projects and activities.

**Board Approved Text:** Introductory Horticulture Reiley and Shry, 1991, ISBN 0-8273-6766-X and Sunset Western Garden Book, 2001, ISBN0-376-03875-6

**Prerequisite:** Completion of Introduction to Agriculture Sciences or Introduction to Agriculture Mechanics

**Teacher Requirement (NCLB):** California Single Subject (Agriculture), California Specialist Credential (Agriculture)

**Grading period:** Semester

**Maximum Enrollment:** 30

**Acceptable Cuesta Course:** none

**Acceptable On-line Course:** none

**State Content Standards:** <http://www.cde.ca.gov/ci/ct/sf/documents/ctestandards.pdf#page=11>

**State Framework:** <http://www.cde.ca.gov/ci/ct/sf/documents/ctestandards.pdf#page=11>

**Curriculum Calendar:** See attached

**Course Outline:** See attached

**Grading Policy:** See attached

## TEMPLETON HIGH SCHOOL

### Course Description

Course Title	Greenhouse Management		
Department	Agriculture	Course Code	
Transcript Title		Grade Level	11-12
Course Length	2 Semesters	CSU/UC A-G	No
Credit	5 / Semester	Approved Lab Fee	No
THS Graduation Requirement	No	NCAA Approved	Yes

#### Course Description (Registration Book):

The course covers plant identification, lists, categories and groupings. Plant physiology, propagation techniques, diseases and insect control, and the use of horticulture and greenhouse equipment will be covered. Departmental instruction will be given in record keeping and leadership through FFA projects and activities.

**Board Approved Text:** Introductory Horticulture Reiley and Shry, 1991, ISBN 0-8273-6766-X and Sunset Western Garden Book, 2001, ISBN0-376-03875-6

**Prerequisite:** Completion of Applied Ornamental Horticulture or course instructor approval.

**Teacher Requirement (NCLB):** California Single Subject (Agriculture), California Specialist Credential (Agriculture)

**Grading period:** Semester

**Maximum Enrollment:** 28

**Acceptable Cuesta Course:** none

**Acceptable On-line Course:** none

**State Content Standards:** <http://www.cde.ca.gov/ci/ct/sf/documents/ctestandards.pdf#page=11>

**State Framework:** <http://www.cde.ca.gov/ci/ct/sf/documents/ctestandards.pdf#page=11>

**Curriculum Calendar:** See attached

**Course Outline:** See attached

**Grading Policy:** See attached

# TEMPLETON HIGH SCHOOL

## Course Description

<b>Course Title</b>	<b>Introduction to Agriculture Mechanics</b>		
<b>Department</b>	<b>Agriculture</b>	<b>Course Code</b>	
<b>Transcript Title</b>		<b>Grade Level</b>	<b>9</b>
<b>Course Length</b>	<b>2 Semesters</b>	<b>CSU/UC A-G</b>	<b>No</b>
<b>Credit</b>	<b>5 / Semester</b>	<b>Approved Lab Fee</b>	<b>Yes-\$25</b>
<b>THS Graduation Requirement</b>	<b>No</b>	<b>NCAA Approved</b>	<b>Yes</b>

### Course Description (Registration Book):

Provides the student with an opportunity to survey and experiment in certain areas of mechanics which are common to production agriculture and to urban and rural home environment. Instruction will be given in the general areas of wood working, metal working (if schedule permits), plumbing, and electrical. Departmental instruction will be given in record keeping and leadership including FFA projects and activities.

**Board Approved Text:** n/a

**Prerequisite:** n/a

**Teacher Requirement (NCLB):** California Single Subject (Agriculture), California Specialist Credential (Agriculture)

**Grading period:** Semester

**Maximum Enrollment:** 24

**Acceptable Cuesta Course:** none

**Acceptable On-line Course:** none

**State Content Standards:** <http://www.cde.ca.gov/ci/ct/sf/documents/ctestandards.pdf#page=11>

**State Framework:** <http://www.cde.ca.gov/ci/ct/sf/documents/ctestandards.pdf#page=11>

**Curriculum Calendar:** See attached

**Course Outline:** See attached

**Grading Policy:** See attached

# TEMPLETON HIGH SCHOOL

## Course Description

Course Title	Introduction to Agriculture Sciences		
Department	Agriculture	Course Code	
Transcript Title		Grade Level	9
Course Length	2 Semesters	CSU/UC A-G	No
Credit	5 / Semester	Approved Lab Fee	No
THS Graduation Requirement	No	NCAA Approved	Yes

### Course Description (Registration Book):

This course will explore the various aspects of California and U.S. agriculture – the economic and social relations of agriculture to our society. Brief units will be covered in many areas of agriculture to include basic plant and animal information and terminology, with emphasis on career planning and employment opportunities. Departmental instruction will be given in record keeping and leadership including FFA projects and activities.

**Board Approved Text:** n/a

**Prerequisite:** n/a

**Teacher Requirement (NCLB):** California Single Subject (Agriculture), California Specialist Credential (Agriculture)

**Grading period:** Semester

**Maximum Enrollment:** 28

**Acceptable Cuesta Course:** none

**Acceptable On-line Course:** none

**State Content Standards:** <http://www.cde.ca.gov/ci/ct/sf/documents/ctestandards.pdf#page=11>

**State Framework:** <http://www.cde.ca.gov/ci/ct/sf/documents/ctestandards.pdf#page=11>

**Curriculum Calendar:** See attached

**Course Outline:** See attached

**Grading Policy:** See attached



# TEMPLETON HIGH SCHOOL

## Course Description

Course Title	ROP Agriculture Leadership		
Department	Agriculture	Course Code	
Transcript Title		Grade Level	10-12
Course Length	2 Semesters	CSU/UC A-G	No
Credit	5 / Semester	Approved Lab Fee	No
THS Graduation Requirement	No	NCAA Approved	Yes

### Course Description (Registration Book):

The purpose of this course is to assist students in developing their knowledge, attitudes, skill and aspirations regarding leadership development in an agricultural setting or to provide them with the beginning foundation for any setting. This class will explore many of the 19 recognized contest areas in the most current edition of the CATA Curricular Code. The goal of this course is to encourage students to become knowledgeable, and responsible critical thinkers. Students will find opportunities to develop their organizational; communication and leadership skills by interacting with class members, chapter FFA members, community members, industry members and even FFA members throughout the state and nation. The students in this class will be instrumental in planning, organizing, coordinating, and directing many of the activities Templeton FFA offers. Each student in the class will develop leadership through participation in local, sectional, regional and state level FFA activities as well as through the development and completion of a Supervise Agricultural Experience Project. Course is repeatable for up to 3 years. Departmental instruction will be given in record keeping and leadership through FFA projects and activities.

**Board Approved Text:** n/a

**Prerequisite:** Completion of lower level agriculture course or instructor approval.

**Teacher Requirement (NCLB):** California Single Subject (Agriculture), California Specialist Credential (Agriculture)

**Grading period:** Semester

**Maximum Enrollment:** 28

**Acceptable Cuesta Course:** none

**Acceptable On-line Course:** none

**State Content Standards:** <http://www.cde.ca.gov/ci/ct/sf/documents/cteststandards.pdf#page=11>

**State Framework:** <http://www.cde.ca.gov/ci/ct/sf/documents/cteststandards.pdf#page=11>

**Curriculum Calendar:** See attached

**Course Outline:** See attached

**Grading Policy:** See attached

# TEMPLETON HIGH SCHOOL

## Course Description

Course Title	ROP Art & History of Floral Design		
Department	Agriculture	Course Code	
Transcript Title		Grade Level	10-12
Course Length	2 Semesters	CSU/UC A-G	Yes (F-Visual and Performing Arts)
Credit	5 / Semester	Approved Lab Fee	Yes-\$25
THS Graduation Requirement	No	NCAA Approved	Yes

### Course Description (Registration Book):

The purpose of this course is to present students with the Art and History of Floral Design by providing hands on introduction to the artistic and creative perception including aesthetic valuing through a series of projects in various media including: tempera, pencil, flowers, and a variety of papers. Students are also introduced to the elements and principles of visual art design such as line, shape/form, color, balance, and emphasis using a series of floral-based projects to explore the connections, relations, and application to visual arts design. Students will research and study floral trends to understand and develop an appreciation for floral design within historical and cultural, formal and casual, ceremonial and traditional, including an understanding that floral designs are affected by society, culture, history, politics, and economic influence. Various assignments based on abstract two and three dimensional designs, historic culture and theory, color theory, and analytical critiques of various floral art works using design vocabulary in conjunction with development of technical skills floral art will serve as a foundation for more complex works such as multi-part floral designs and creative expression through wedding consultations. Departmental instruction will be given in record keeping and leadership including FFA projects and activities.

**Board Approved Text:** Art of Floral Design, Hunter, 2000, ISBN 978-0-8273-8627-3

**Prerequisite:** Completion of Introduction to Agriculture Sciences or Introduction to Agriculture Mechanics

**Teacher Requirement (NCLB):** California Single Subject (Agriculture), California Specialist Credential (Agriculture)

**Grading period:** Semester

**Maximum Enrollment:** 24

**Acceptable Cuesta Course:** none

**Acceptable On-line Course:** none

**State Content Standards:** <http://www.cde.ca.gov/ci/ct/sf/documents/ctestandards.pdf#page=11>

**State Framework:** <http://www.cde.ca.gov/ci/ct/sf/documents/ctestandards.pdf#page=11>

**Curriculum Calendar:** See attached

**Course Outline:** See attached

**Grading Policy:** See attached

# TEMPLETON HIGH SCHOOL

## Course Description

<b>Course Title</b>	<b>Agriculture Technology ROP Building Construction</b>		
<b>Department</b>	<b>Agriculture</b>	<b>Course Code</b>	
<b>Transcript Title</b>		<b>Grade Level</b>	<b>10-12</b>
<b>Course Length</b>	<b>2 Semesters</b>	<b>CSU/UC A-G</b>	<b>No</b>
<b>Credit</b>	<b>5 / Semester</b>	<b>Approved Lab Fee</b>	<b>Yes-\$25</b>
<b>THS Graduation Requirement</b>	<b>No</b>	<b>NCAA Approved</b>	<b>Yes</b>

### Course Description (Registration Book):

Introduces students to all areas of building construction through hands-on experience. Students will be introduced to job site safety and using common sense in the field. Includes technical knowledge, skill training and an overview of available construction occupations. Provides opportunities to discover interest and abilities in the construction field. The students will be given several opportunities to learn new construction skills and master those they have obtained from past experiences. FFA participation is expected of all Vo-Ag students. Departmental instruction will be given in record keeping and leadership including FFA projects and activities.

**Board Approved Text:** Modern Carpentry Smith and Wagner, 2000 ISBN 1-56637-569-X

**Prerequisite:** Completion of Woodshop I or Welding I

**Teacher Requirement (NCLB):** California Single Subject (Agriculture), California Specialist Credential (Agriculture)

**Grading period:** Semester

**Maximum Enrollment:** 24

**Acceptable Cuesta Course:** none

**Acceptable On-line Course:** none

**State Content Standards:** <http://www.cde.ca.gov/ci/ct/sf/documents/ctestandards.pdf#page=11>

**State Framework:** <http://www.cde.ca.gov/ci/ct/sf/documents/ctestandards.pdf#page=11>

**Curriculum Calendar:** See attached

**Course Outline:** See attached

**Grading Policy:** See attached

# TEMPLETON HIGH SCHOOL

## Course Description

<b>Course Title</b>	<b>Agriculture Technology ROP Computer Aided Drafting I</b>		
<b>Department</b>	<b>Agriculture</b>	<b>Course Code</b>	
<b>Transcript Title</b>		<b>Grade Level</b>	<b>11-12</b>
<b>Course Length</b>	<b>2 Semesters</b>	<b>CSU/UC A-G</b>	<b>No</b>
<b>Credit</b>	<b>5 / Semester</b>	<b>Approved Lab Fee</b>	<b>Yes</b>
<b>THS Graduation Requirement</b>	<b>No</b>	<b>NCAA Approved</b>	<b>Yes</b>

### Course Description (Registration Book):

Students in this course will gain practice in the basic use of the Computer Aided Drafting (CAD) system. In CAD, students will study intermediate objects using AutoCAD. This course will include the use of advanced drawing and editing tools, creation of symbol libraries, data extraction, and 3D modeling. The CAD course has been articulated with Cuesta College for four units of credit as Engineering 27. Departmental instruction will be given in record keeping and leadership including FFA projects and activities.

**Board Approved Text:** AutoCAD 2010 Tutorial, Shih, 2009, ISBN 978-1-58503-498-7 and Residential Design Using AutoCAD 2010, Stine, 2009, ISBN 978-7-58503-504-5

**Prerequisite:** Completion of Introduction to Agriculture Science or Introduction to Agriculture Mechanics

**Teacher Requirement (NCLB):** California Single Subject (Agriculture), California Specialist Credential (Agriculture)

**Grading period:** Semester

**Maximum Enrollment:** 24

**Acceptable Cuesta Course:** none

**Acceptable On-line Course:** none

**State Content Standards:** <http://www.cde.ca.gov/ci/ct/sf/documents/ctestandards.pdf#page=11>

**State Framework:** <http://www.cde.ca.gov/ci/ct/sf/documents/ctestandards.pdf#page=11>

**Curriculum Calendar:** See attached

**Course Outline:** See attached

**Grading Policy:** See attached

# TEMPLETON HIGH SCHOOL

## Course Description

<b>Course Title</b>	<b>Agriculture Technology ROP Computer Aided Drafting II</b>		
<b>Department</b>	<b>Agriculture</b>	<b>Course Code</b>	
<b>Transcript Title</b>		<b>Grade Level</b>	<b>11-12</b>
<b>Course Length</b>	<b>2 Semesters</b>	<b>CSU/UC A-G</b>	<b>No</b>
<b>Credit</b>	<b>5 / Semester</b>	<b>Approved Lab Fee</b>	<b>Yes</b>
<b>THS Graduation Requirement</b>	<b>No</b>	<b>NCAA Approved</b>	<b>Yes</b>

### Course Description (Registration Book):

Computer Aided Drafting will present intermediate subjects using AutoCAD. Course topics include advanced drawing and editing tools, creation of symbol libraries, data extraction, and 3D modeling. Students in this course will gain practice in the intermediate use of the CAD system. This CAD course has been articulated with Cuesta College for four units of credit as Engineering 27. Departmental instruction will be given in record keeping and leadership including FFA projects and activities.

**Board Approved Text:** Residential Design Using Autodesk Revit Architecture 2010, Stine, 2009, ISBN 978-1-58503-507-6 and Commercial Design Using Autodesk Revit Architecture 2010, Stine, 2009, ISBN 978-1-58503-512-0

**Prerequisite:** Completion of ROP CAD I

**Teacher Requirement (NCLB):** California Single Subject (Agriculture), California Specialist Credential (Agriculture)

**Grading period:** Semester

**Maximum Enrollment:** 24

**Acceptable Cuesta Course:** none

**Acceptable On-line Course:** none

**State Content Standards:** <http://www.cde.ca.gov/ci/ct/sf/documents/ctestandards.pdf#page=11>

**State Framework:** <http://www.cde.ca.gov/ci/ct/sf/documents/ctestandards.pdf#page=11>

**Curriculum Calendar:** See attached

**Course Outline:** See attached

**Grading Policy:** See attached

# TEMPLETON HIGH SCHOOL

## Course Description

Course Title	ROP Landscaping		
Department	Agriculture	Course Code	
Transcript Title		Grade Level	10-12
Course Length	2 Semesters	CSU/UC A-G	No
Credit	5 / Semester	Approved Lab Fee	No
THS Graduation Requirement	No	NCAA Approved	Yes

### Course Description (Registration Book):

This course will enable students to gain basic knowledge of the landscaping industry and prepare them for entry-level positions in the work force. Emphasis will be placed on hands-on, project-based learning through class landscaping projects. Departmental instruction will be given in record keeping and leadership through FFA projects and activities.

**Board Approved Text:** Introductory Horticulture Reiley and Shry, 1991, ISBN 0-8273-6766-X and Sunset Western Garden Book, 2001, ISBN0-376-03875-6

**Prerequisite:** Completion of Applied Ornamental Horticulture or course instructor approval.

**Teacher Requirement (NCLB):** California Single Subject (Agriculture), California Specialist Credential (Agriculture)

**Grading period:** Semester

**Maximum Enrollment:** 28

**Acceptable Cuesta Course:** none

**Acceptable On-line Course:** none

**State Content Standards:** <http://www.cde.ca.gov/ci/ct/sf/documents/ctestandards.pdf#page=11>

**State Framework:** <http://www.cde.ca.gov/ci/ct/sf/documents/ctestandards.pdf#page=11>

**Curriculum Calendar:** See attached

**Course Outline:** See attached

**Grading Policy:** See attached



# TEMPLETON HIGH SCHOOL

## Course Description

Course Title	ROP Livestock Management I, II, III		
Department	Agriculture	Course Code	
Transcript Title		Grade Level	9-12
Course Length	2 Semesters	CSU/UC A-G	No
Credit	5 / Semester	Approved Lab Fee	No
THS Graduation Requirement	No	NCAA Approved	Yes

### Course Description (Registration Book):

This course will provide the student with training in skills for the targeted job classifications related to livestock production and marketing. This training supplements the basic training provided in the high school agricultural programs. This course is available to students wishing to exhibit livestock at fairs and shows in California and is offered during the summer months. Instruction will be given in official FFA record keeping.

**Board Approved Text:** n/a

**Prerequisite:** Recommendation of agriculture teacher

**Teacher Requirement (NCLB):** California Single Subject (Agriculture), California Specialist Credential (Agriculture)

**Grading period:** Semester

**Maximum Enrollment:** n/a

**Acceptable Cuesta Course:** none

**Acceptable On-line Course:** none

**State Content Standards:** <http://www.cde.ca.gov/ci/ct/sf/documents/ctestandards.pdf#page=11>

**State Framework:** <http://www.cde.ca.gov/ci/ct/sf/documents/ctestandards.pdf#page=11>

**Curriculum Calendar:** See attached

**Course Outline:** See attached

**Grading Policy:** See attached

# TEMPLETON HIGH SCHOOL

## Course Description

Course Title	Agriculture Technology ROP Welding I and II		
Department	Agriculture	Course Code	
Transcript Title		Grade Level	11-12
Course Length	2 Semesters	CSU/UC A-G	No
Credit	5 / Semester	Approved Lab Fee	Yes-\$25
THS Graduation Requirement	No	NCAA Approved	Yes

### Course Description (Registration Book):

ROP Metal Manufacturing I will provide the student with an opportunity to survey and experiment in the areas of project construction which are common to the welding and agriculture construction industry. Students will use welding skills learned in previous courses to fabricate or repair projects. Skills in project planning, cost estimation, and layout will be developed as projects are brought to completion. Students will work in an atmosphere similar to a job shop to practice interpersonal relations and employee skills necessary to successful employment in the welding industry. This course has been articulated with Cuesta College for three units of credit as Welding 1A. Course is repeatable for credit in Agriculture Technology ROP Welding II. Departmental instruction will be given in record keeping and leadership through FFA projects and activities.

**Board Approved Text:** Welding Skills, Miller, 1997, ISBN 0-8269-3007-7

**Prerequisite:** Completion of Ag Welding I

**Teacher Requirement (NCLB):** California Single Subject (Agriculture), California Specialist Credential (Agriculture)

**Grading period:** Semester

**Maximum Enrollment:** 24

**Acceptable Cuesta Course:** none

**Acceptable On-line Course:** none

**State Content Standards:** <http://www.cde.ca.gov/ci/ct/sf/documents/ctestandards.pdf#page=11>

**State Framework:** <http://www.cde.ca.gov/ci/ct/sf/documents/ctestandards.pdf#page=11>

**Curriculum Calendar:** See attached

**Course Outline:** See attached

**Grading Policy:** See attached

# TEMPLETON HIGH SCHOOL

## Course Description

<b>Course Title</b>	<b>Agriculture Technology ROP Woodshop I and II</b>		
<b>Department</b>	<b>Agriculture</b>	<b>Course Code</b>	
<b>Transcript Title</b>		<b>Grade Level</b>	<b>10-12</b>
<b>Course Length</b>	<b>2 Semesters</b>	<b>CSU/UC A-G</b>	<b>No</b>
<b>Credit</b>	<b>5 / Semester</b>	<b>Approved Lab Fee</b>	<b>Yes-\$25</b>
<b>THS Graduation Requirement</b>	<b>No</b>	<b>NCAA Approved</b>	<b>Yes</b>

### Course Description (Registration Book):

Introduces advanced woodworking to students who have passed the Wood I skills. Emphasizes safety, the proper use of tools, and knowledge needed to be successful in the woodworking industry. Students will learn the proper techniques to design a project, order material, and properly construct a large project in class. Students will learn a multitude of skills needed to be successful at building cabinetry and furniture. Course may be repeated once for Woodshop II credit. Departmental instruction will be given in record keeping and leadership including FFA projects and activities.

**Board Approved Text:** None

**Prerequisite:** Completion of Ag Woodshop I

**Teacher Requirement (NCLB):** California Single Subject (Agriculture), California Specialist Credential (Agriculture)

**Grading period:** Semester

**Maximum Enrollment:** 24

**Acceptable Cuesta Course:** none

**Acceptable On-line Course:** none

**State Content Standards:** <http://www.cde.ca.gov/ci/ct/sf/documents/ctestandards.pdf#page=11>

**State Framework:** <http://www.cde.ca.gov/ci/ct/sf/documents/ctestandards.pdf#page=11>

**Curriculum Calendar:** See attached

**Course Outline:** See attached

**Grading Policy:** See attached

# TEMPLETON HIGH SCHOOL

## Course Description

Course Title	School Farm Management		
Department	Agriculture	Course Code	
Transcript Title		Grade Level	11-12
Course Length	2 Semesters	CSU/UC A-G	No
Credit	5 / Semester	Approved Lab Fee	No
THS Graduation Requirement	No	NCAA Approved	Yes

### Course Description (Registration Book):

Students will observe, problem solve and work through all the various aspects of our school farm operation, including the management of plants and livestock as available to the class. Work will include livestock management, selection, disease control, processing, tractor operation, pen cleaning, concrete work, wood work, painting, lubrication and maintenance of farm equipment, greenhouse management, plant propagation, plant maintenance, fence building and similar duties. This course is designed to put into practical application those skills discussed or demonstrated in other Vo-Ag classes. Departmental instruction will be given in record keeping and leadership through FFA projects and activities.

**Board Approved Text:** n/a

**Prerequisite:** Completion of Introduction to Agriculture Science or Introduction to Agriculture Technology

**Teacher Requirement (NCLB):** California Single Subject (Agriculture), California Specialist Credential (Agriculture)

**Grading period:** Semester

**Maximum Enrollment:** 28

**Acceptable Cuesta Course:** none

**Acceptable On-line Course:** none

**State Content Standards:** <http://www.cde.ca.gov/ci/ct/sf/documents/ctestandards.pdf#page=11>

**State Framework:** <http://www.cde.ca.gov/ci/ct/sf/documents/ctestandards.pdf#page=11>

**Curriculum Calendar:** See attached

**Course Outline:** See attached

**Grading Policy:** See attached

# **Templeton High School Agriculture Department**



## **Daily Grade Sheets**

Grades are entered in an online system called PowerTeacher. Students and parents can view information as it is entered at PowerSchool. The programs are on a district intranet site and can be accessed from remote locations as well. Attendance is also taken in this format. Since all grades are kept online, there is no daily grade sheet only a daily attendance sheet to help with redundancy in attendance auditing.

F1	S1	F2	S2	Attendance and Attitude Aug 26, 2010 PTS 100	Notebook Present Aug 26, 2010 PTS 5	Signed Syllabus Aug 26, 2010 PTS 5	Lab Fee Sep 1, 2010 PTS 10	FFA Sep 8, 2010 PTS 3	History of Floral Quiz Sep 14, 2010 PTS 20	Flower Meanings Sep 20, 2010 PTS 20	Paper Flower Bouquet Sep 20, 2010 PTS 50	Ribbon Color Wheel Sep 27, 2010 PTS 30	Boutonnier e Sep 28, 2010 PTS 20	October Flyer Sep 30, 2010 PTS 20
C 74%	C- 70%		B- 81%	100	5	5	0	1	8	20	47	26	19	20
A- 91%	C 73%		B 85%	95	5	5	0	2	Ex	Ex	50	0	Ex	20
A 95%	C 73%		A 95%	95	5	5	10	0	Ex	20	50	30	19	20
B+ 89%	B 87%		A 97%	100	Ex	Ex	Ex	3	Ex	Ex	Ex	Ex	Ex	Ex
A 97%	A 93%		A 100%	95	5	5	10	3	Ex	20	50	26	Ex	20
B- 81%	C 75%		A- 90%	100	5	5	0	3	9	Ex	40	24	18	20
A 101%	A 99%		A 99%	100	5	5	10	3	16	20	50	30	20	20
C 77%	D+ 68%		D 67%	95	5	5	10	3	13	20	0	0	19	18
	A 100%			100	5	5								
	A 100%			100	5	5								
A- 91%	C- 71%		B- 81%	100	5	5	10	0	13	20	50	30	20	20
B 87%	B- 81%		B+ 89%	95	5	5	10	3	10	20	50	26	18	20
C+ 79%	C 75%		A 96%	100	5	5	10	3	10	20	47	26	18	20
	F 37%			100	0	0	0		0	0	0	0	Ex	0
A 96%	A 95%		A 97%	100	5	5	10	3	11	20	48	30	20	20
F 26%	D- 60%		A 97%	100	5	5	0	0	12	20	50	30	20	0
A 101%	A 93%		A 98%	100	5	5	10	3	17	20	50	30	19	20
	B- 80%			100	0	5								
	B- 80%			100	0	5								
			A 95%											

	F1	S1	F2	S2	Attendance and Attitude Aug 26, 2010 PTS 100	Notebook Present Aug 26, 2010 PTS 5	Signed Syllabus Aug 26, 2010 PTS 5	Lab Fee Sep 1, 2010 PTS 10	FFA Sep 8, 2010 PTS 3	History of Floral Quiz Sep 14, 2010 PTS 20	Flower Meanings Sep 20, 2010 PTS 20	Paper Flower Bouquet Sep 20, 2010 PTS 50	Ribbon Color Wheel Sep 27, 2010 PTS 30	Boutonniere Sep 28, 2010 PTS 20	October Flyer Sep 30, 2010 PTS 20
	A 99%	A 94%		A 100%	100	5	5	10	3	15	20	50	30	18	20
		A 100%			100	5	5								
	F 40%	C+ 78%		A 99%	95	5	5	10	3	15	20	50	29	20	20
	A- 90%	B+ 88%		B- 81%	100	5	5	10	3	11	20	47	29	20	20
	A 101%	A 97%		A 100%	100	5	5	10	3	16	20	50	27	20	20
		A 100%			100	5	5								
	B- 81%	C- 71%		B 82%	95	5	5	0	3	4	20	50	0	Ex	20

2 Flower boutonniere Oct 1, 2010 PTS 25	Extra Credit Oct 6, 2010 PTS 0	Color Poster Presentations Oct 12, 2010 PTS 50	Balance, proportion, scale vocab sketch Oct 18, 2010 PTS 18	Single Flower Bud Vase Oct 18, 2010 PTS 25	Balance Proportion Scale Brochure Oct 20, 2010 PTS 50	Halloween Arrangement Oct 26, 2010 PTS 50	Line Arrangement Drawing Nov 3, 2010 PTS 15	Line Homework Nov 3, 2010 PTS 10	The Incredibles Color Workshop Dec 6, 2010 PTS 20	Record Book Dec 22, 2010 PTS 50	SAE Proficiency App Dec 22, 2010 PTS 50	Sem 1 Final Review Poster Jan 6, 2011 PTS 50	Bouttonniere Practical Final Jan 7, 2011 PTS 50	Final Exam Semester 1 Jan 13, 2011 PTS 40
23	0	45	0	22	0	46	5	0	0	50	15	55	45	38
Ex		46	12	24	48	Ex	0	0	20	0	0	48	46	37
22		46	11	24	50	50	10	2	20	0	0	Ex	46	33
Ex		Ex	Ex	Ex	Ex	Ex	7	8	20	0	50	46	44	30
21		55	12	23	47	50	15	0	20	50	35	46	44	41
22		45	12	Ex	45	46	0	0	0 Ex	0	0	48	43	29
24	2	48	18	23	48	47	15	10	20	40	50	55	48	41
Ex		49	13	19	0	44	0	0	5	0	0	55	43	28
20		49	13	21	47	47	0	0	18	0	0	50	45	28
19		46	13	19	45	46	15	8	20	0	0	46	40	32
22		45	18	18	0	46	0	0	Ex	0	0	48	42	36
Ex														
23	2	48	13	23	47	48	15	0	Ex	50	50	50	47	34
23	2	48	13	22	44	46	0	0	20	0	0	46	46	37
20		48	13	24	47	50	15	10	Ex	50	0	48	48	42



	2 Flower boutonniere Oct 1, 2010 PTS 25	Extra Credit Oct 6, 2010 PTS 0	Color Poster Presentations Oct 12, 2010 PTS 50	Balance, proportion, scale vocab sketch Oct 18, 2010 PTS 18	Single Flower Bud Vase Oct 18, 2010 PTS 25	Balance Proportion Scale Brochure Oct 20, 2010 PTS 50	Halloween Arrangement Oct 26, 2010 PTS 50	Line Arrangement Drawing Nov 3, 2010 PTS 15	Line Homework Nov 3, 2010 PTS 10	The Incredibles Color Workshop Dec 6, 2010 PTS 20	Record Book Dec 22, 2010 PTS 50	SAE Proficiency App Dec 22, 2010 PTS 50	Sem 1 Final Review Poster Jan 6, 2011 PTS 50	Bouttonniere Practical Final Jan 7, 2011 PTS 50	Final Exam Semester 1 Jan 13, 2011 PTS 40
	21		48	13	24	47	48	12	7	0 Ex	30	45	55	46	39
	21		49	13	22	0	Ex	10	1	20	40	20	Ex	44	36
	23		45	13	Ex	0	47	15	0	20	38	50	46	46	36
	24		55	13	Ex	47	49	15	10	20	50	40	48	48	41
	22	2	48	15	Ex	0	47	0	0	Ex	0	0	48	46	39

Final Notebook Jan 13, 2011 PTS 100	Attendance Jan 24, 2011 PTS 100	Grapevine Wreath Jan 24, 2011 PTS 30	Paper Wreath Jan 24, 2011 PTS 20	Seasonal Holidays Packet Jan 26, 2011 PTS 30	Container Poster Presentation Jan 31, 2011 PTS 25	Spring Holiday Project Feb 15, 2011 PTS 50
65	100	26	20	15	20	15
90	100	30	20	0	25	50
100	100	Ex	20	30	25	36
95	100	20 Ex	20	30	25	42
95	100	30	20	30	25	50
85	100	28	Ex	20	25	36
100	100	28	20	30	25	50
80	100	0	0			
100	100	20	20	0	25	47
90	100	28	20	30	20	15
75	100	26	18	30	25	40
100	100	28	20	30	25	40
0	100	28	20	30	Ex	43
100	100	30 Ex	Ex	26	25	50
	100	30	20	25	25	42
100	100	30	Ex	30	25	50
20	100	30	20	30	25	47
90	100	Ex	20	0	Ex	42
100	100	30	Ex	30	25	Ex
75	100	30	20	0	Ex	43

	F1	S1	F2	S2	Attendance and Attitude Aug 26, 2010 PTS 100	Notebook Present Aug 26, 2010 PTS 5	Signed Syllabus Aug 26, 2010 PTS 5	Lab Fee Sep 1, 2010 PTS 10	Extra credit Sep 3, 2010 PTS 0	FFA Sep 8, 2010 PTS 3	History of Floral Quiz Sep 14, 2010 PTS 20	Flower Meanings Sep 20, 2010 PTS 20	Paper Flower Bouquet Sep 20, 2010 PTS 50	Ribbon Color wheel Sep 27, 2010 PTS 30	Oct. Arrangeme nt flier Oct 1, 2010 PTS 20
	B 85%	C- 70%		A- 91%	85	5	5	0	2	3	13	20	50	27	20
	A 101%	B 82%		A 98%	100	5	5	10	4	1	17	20	48	25	20
	A 100%	A 94%		A 100%	100	5	5	10	4	3	13	20	48	28	20
	B 87%	B- 80%		B 86%	90	5	5	0	2	3	10	20	40	26	Ex
		A 100%			100										
	A 101%	A 98%		A 100%	100	5	5	0	4	3	19	20	48	28	20
	A- 90%	B 84%		A 99%	90	5	5	10	2	2	12	20	48	28	20
	A 98%	A 92%		A- 91%	100	5	5	10	9	3	12	20	50	28	20
	A- 90%	A 94%		B 86%	100	5	5	0	2	3	17	20	49	24	20
	B- 81%	C 75%		B 85%	95	5	5	0	2	3	11	20	40	30	20
		B- 80%			100	0	5								
	F 59%	C 73%		A 97%	100	5	5	0	0	3	13	20	47	28	20
	A 100%	B 83%		A 100%	90	5	5	Ex	0	2	10	20	50	27	20
	A 101%	A 100%		A 100%	100	5	5	10	11	3	14	20	47	30	20
	A 96%	A 93%		A 100%	100	5	5	10	6	3	19	20	50	29	20
	A 93%	A- 90%		C 76%	90	5	5	10	10	3	17	20	48	28	20
	A- 91%	A- 91%		A- 91%	100	5	5	10	4	3	12	20	48	28	20
	B+ 89%	C 75%		A- 91%	90	5	5	0	0	3	1	20	48	28	20
	A 98%	A 92%		A 100%	100	5	5	10	2	3	15	20	48	29	Ex
	A 99%	A 93%		A 98%	100	5	5	10	4	3	15	20	50	29	20
	A 92%	C 76%		B 86%	95	5	5	0	4	3	10	20	47	27	20
	A 94%	A- 91%		B 86%	75	5	5	Ex	2	3	12	20	50	29	20
	B+ 89%	B- 81%		A- 91%	100	5	5	10	0	3	11	20	49	30	20
	A 97%	A 98%		A 100%	100	5	5	10	2	3	16	20	48	26	20

	F1	S1	F2	S2	Attendance and Attitude Aug 26, 2010 PTS 100	Notebook Present Aug 26, 2010 PTS 5	Signed Syllabus Aug 26, 2010 PTS 5	Lab Fee Sep 1, 2010 PTS 10	Extra credit Sep 3, 2010 PTS 0	FFA Sep 8, 2010 PTS 3	History of Floral Quiz Sep 14, 2010 PTS 20	Flower Meanings Sep 20, 2010 PTS 20	Paper Flower Bouquet Sep 20, 2010 PTS 50	Ribbon Color wheel Sep 27, 2010 PTS 30	Oct. Arrangeme nt flier Oct 1, 2010 PTS 20
	A 101%	A 98%		A 98%	100	5	5	10	2	3	6	20	50	26	20
	A 101%	A- 90%		A 99%	95	5	5	10	16	3	19	20	49	26	20
	A 100%	A 96%		A 98%	100	5	5	10	0	3	12	20	49	0	Ex
	A 92%	A- 90%		A 94%	100	5	5	10	0	3	17	20	47	27	20
	A- 90%	B 82%		A 99%	100	5	5	Ex	2	2	Ex	20	50	25	20
	A 96%	A- 90%		A 98%	100	5	5	Ex	16	3	18	20	47	28	20
	A 97%	A 93%		A 100%	100	5	5	10	4	2	14	20	50	30	20

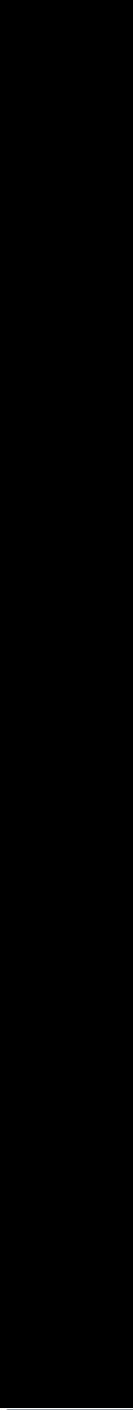
# Scoresheet

## Section: p ROP Floral Design 2

	2 Flower Boutonniere Oct 5, 2010 PTS 25	Color Poster Oct 13, 2010 PTS 50	Balance, Proportion, & Scale Vocab Sketch Oct 18, 2010 PTS 18	Single Flower Bud Vase Oct 18, 2010 PTS 25	October Arrangement Oct 27, 2010 PTS 50	Line Arrangement Drawing Nov 4, 2010 PTS 15	Line Art Homework Nov 4, 2010 PTS 10	The Incredibles Color Workshop Dec 6, 2010 PTS 20	Arrangement Shape Vocab Sketch Dec 7, 2010 PTS 36	Record Book Dec 22, 2010 PTS 50	SAE Proficiency App Dec 22, 2010 PTS 50	Final Review Jig Saw Jan 7, 2011 PTS 18	Final Review Poster Presentation Jan 7, 2011 PTS 50	Semester 1 Practical Final Jan 10, 2011 PTS 50	Final Notebook Jan 13, 2011 PTS 100
	19	53	13	21	50	0	0	0	0	0	0	17	Ex	47	80
	21	48	18	21	44	10	5	0	0	40	50	18	47	45	100
	22	Ex	18	23	46	7	4	20	27	47	48	18	47	46	100
	Ex	Ex	Ex	21	48	5	0	18	0	50	20	14	50	46	85
	22	48	18	23	50	15	10	20	36	50	50	18	47	46	100
	Ex	42	12	23	50	10	0	Ex	Ex	25	43	18	47	45	90
	22	48	18	22	47	15	10	0	0	50	50	18	50	49	100
	24	Ex	13	Ex	50	15	10	20	36	46	45	18	44	49	90
	Ex	Ex	Ex	20	48	0	0	0	0	42	14	6	47	47	85
	19	47	Ex	21	Ex	0	0	20	0	19	0	17	47	43	50
	23	53	13	23	50	10	10	20	0	45	20	18	44	48	100
	22	48	18	23	50	15	10	20	36	50	50	18	50	49	100
	23	48	18	23	48	15	0	20	0	45	50	18	50	49	95
	21	47	18	24	Ex	15	10	0	0	50	45	18	50	47	90
	22	Ex	18	23	46	15	10	20	0	45	50	Ex	50	47	90
	20	42	11	20	47	0	0	20	0	20	0	11	55	47	90
	22	46	13	21	48	15	0	20	18	47	50	18	Ex	48	100
	22	48	18	23	47	15	10	20	36	0	50	18	50	46	100
	22	42	11	21	46	10	0	20	0	0	0	17	50	44	95
	0	47	Ex	24	50	15	10	20	0 Ex	50	46	Ex	50	48	95
	22	53	13	22	50	15	10	20	0	5	0	18	44	46	90

	2 Flower Boutonniere Oct 5, 2010 PTS 25	Color Poster Oct 13, 2010 PTS 50	Balance, Proportion, & Scale Vocab Sketch Oct 18, 2010 PTS 18	Single Flower Bud Vase Oct 18, 2010 PTS 25	October Arrangement Oct 27, 2010 PTS 50	Line Arrangement Drawing Nov 4, 2010 PTS 15	Line Art Homework Nov 4, 2010 PTS 10	The Incredibles Color Workshop Dec 6, 2010 PTS 20	Arrangement Shape Vocab Sketch Dec 7, 2010 PTS 36	Record Book Dec 22, 2010 PTS 50	SAE Proficiency App Dec 22, 2010 PTS 50	Final Review Jig Saw Jan 7, 2011 PTS 18	Final Review Poster Presentation Jan 7, 2011 PTS 50	Semester 1 Practical Final Jan 10, 2011 PTS 50	Final Notebook Jan 13, 2011 PTS 100
	23	48	18	Ex	48	13	10	20	36	50	50	18	50	49	95
	23	46	18	23	50	10	10	20	36	50	50	18	55	50	100
	24	48	13	Ex	48	0	0	0	0	50	47	18	55	46	100
	22	53	18	24	50	15	10	20	33	45	50	18	55	47	100
	22	48	18	21	50	10	0	20	0	50	50	18	44	47	90
	22	46	10	24	49	0	0	20	0	40	40	16	44	47	90
	23	Ex	Ex	21	Ex	15	8	0	0	50	20	18	55	49	100
	22	46	18	21	48	10	10	20	29.5	50	45	18	50	49	100

Semester 1 Final Exam Jan 13, 2011 PTS 40	Attendance Jan 24, 2011 PTS 100	Paper Wreath Jan 24, 2011 PTS 20	Seasonal Holidays Packet Jan 24, 2011 PTS 30	Vine Wreath Jan 31, 2011 PTS 30	Madagascar Color Workshop Feb 9, 2011 PTS 18	Spring Holiday Project Feb 16, 2011 PTS 50
39	100	0	30	30	18	42
41	100	20	30	30	18	43
40	100	20	30	30	18	50
37	100	20	30	30	0	33
41	100	20	30	30	18	49
36	100	18	30	30	18	
37	100	0 Ex	30	30	0	49
36	100	20	0	30	18	49
29	100	Ex	30	30	0	33
32	100	20	30	30	18	42
40	100	20	30	30	18	49
41	100	20	30	30	18	50
40	100	20	30	30	18	49
40	100	20	0	30	0	43
38	100	20	30	30	0	47
35	100	18	30	30	0	
37	100	20	30	30	18	
39	100	20	30	30	18	43
34	100	18	21	30	0	46
37	100	Ex	0	30	18	50
35	100	20	30	30	0	47
41	100	20	30	30	18	49
41	100	20	30	30	18	45
41	100	20	30	30	18	46
40	100	20	30	30	18	45
39	100	20	30	30	18	33
36	100	20	30	30	18	47
35	100	20	30	30	18	45
36	100	20	30	30	18	49



F1	S1	F2	S2	Attendance and Attitude Aug 25, 2010 PTS 100	Notebook Present Aug 27, 2010 PTS 5	Signed Syllabus Aug 27, 2010 PTS 5	What Ag Is Drawing Aug 27, 2010 PTS 10	Home Visit Letter Aug 31, 2010 PTS 10	SAE Quiz #1 Aug 31, 2010 PTS 5	Extra Credit Sep 2, 2010 PTS 0	Me in a Box Sep 2, 2010 PTS 50	FFA Sep 8, 2010 PTS 3	SAE Quiz #2 Sep 13, 2010 PTS 20	SAE Quiz #2 Correction s Sep 15, 2010 PTS 0
	B 84%			100	5	0	0	0	4					
C 77%	F 56%		A 95%	30	5	5	10	10	4	2	50	1	16	0
A 98%	A 98%		A 100%	95	5	5	10	10	3	2	50	3	20	5
B+ 88%	B- 80%		B 82%	75	5	0	0	10	4	4	50	3	15	4
A 95%	D+ 68%		B+ 89%	90	5	5	9	0	4	2	50	3	9	2
A 93%	C 75%		B+ 88%	80	Ex	Ex	Ex	Ex	Ex	2	Ex	0	Ex	Ex
A 95%	C- 69%		A 99%	60	5	5	10	0	4	2	50	0	10	5
	A 92%			95	5	0	9							
A 96%	B+ 88%		A 98%	100	5	5	9	10	2	4	45	3	13	5
B 82%	B 85%		A 92%	100	5	5	10	10	4	2	50	3	13	3
B 83%	B 84%		A 93%	80	5	0	10	10	3	9	50	3	15	5
F 35%	F 54%		A 97%	100	5	0	10	0	3	4	40	0	11	3
A 98%	A- 90%		D+ 69%	100	5	5	9	10	2	2	47	3	20	5
A 98%	A 93%		A 93%	100	5	5	8	10	3	2	50	3	12	2
B+ 88%	D 64%		A- 90%	65	5	5	9	10	3	2	43	0	18	5
A 100%	A 98%		A 97%	100	5	5	10	10	3	2	50	3	20	5
B 87%	C 73%		A- 91%	100	5	5	9	0	2	2	45	3	7	2
F 42%	F 47%		A- 91%	80	5	5	0	0	3	0	45	0	11	3
A 98%	B 82%		A 100%	95	5	5	10	10	4	2	50	3	20	5
A 100%	B 85%		A 97%	100	5	5	10	10	4	2	50	3	8	4
B+ 89%	F 58%		B- 81%	85	5	5	10	10	3.5	2	0	1	7	0
A 98%	A 97%		A 98%	90	5	5	10	10	4	9	50	3	20	5
F 46%	F 47%		A 94%	70	5	5	10	0	4	2	40	0	12	5
B 84%	B 84%		A 101%	100	5	5	10	0	4	2	50	3	17	3



	F1	S1	F2	S2	Attendance and Attitude Aug 25, 2010 PTS 100	Notebook Present Aug 27, 2010 PTS 5	Signed Syllabus Aug 27, 2010 PTS 5	What Ag Is Drawing Aug 27, 2010 PTS 10	Home Visit Letter Aug 31, 2010 PTS 10	SAE Quiz #1 Aug 31, 2010 PTS 5	Extra Credit Sep 2, 2010 PTS 0	Me in a Box Sep 2, 2010 PTS 50	FFA Sep 8, 2010 PTS 3	SAE Quiz #2 Sep 13, 2010 PTS 20	SAE Quiz #2 Correction s Sep 15, 2010 PTS 0
	A 95%	A 96%		A 100%	95	5	5	10	10	4	4	50	3	20	5
	B- 80%	F 58%		A 92%	100	5	5	10	10	3	4	45	0	12	3
	C+ 78%	F 47%		B 85%	0	5	5	0	10	4	2	0	1	7	5
	A 92%	B 82%		A 97%	100	5	5	10	10	4	2	45	1	12	2
		A 100%			100										
	B- 81%	D 64%		A 94%	95	5	5	9	0	0	0	50	1	0	0
	F 42%	F 49%		A 92%	70	5	5	10	0	3	2	50	1	14	3
		A 100%			100	5	5	10							
	F 40%	F 48%		B- 81%	100	5	5	10	0	3	2	47	0	13	2

	FFA History Quiz Sep 27, 2010 PTS 14	FFA Timeline Sep 28, 2010 PTS 15	New Horizon Facts Sep 29, 2010 PTS 10	Sidewalk Art Oct 1, 2010 PTS 65	Creed Drawings Oct 7, 2010 PTS 20	10 Tasks of FFA Oct 12, 2010 PTS 10	FFA Brochure Oct 12, 2010 PTS 50	BIG Test Oct 18, 2010 PTS 45	History of Ag Comic Strip Oct 26, 2010 PTS 45	Vocabulary Posters Oct 26, 2010 PTS 15	Commodity Presentatio n Nov 1, 2010 PTS 65	Commodity Presentatio n Listening Nov 1, 2010 PTS 10	Create a Quiz Nov 9, 2010 PTS 20	History/Ag Industry Quiz Nov 9, 2010 PTS 40	Schoolloop Login Info Nov 17, 2010 PTS 20
	3	0	3	Ex	0	Ex	0	28	0	15	58	10	19	24	20
	13	15	10	65	20	10	50	48	Ex	15	65	10	Ex	36	20
	7	15	10	65	20	10	0	36	13	15	61	10	22	32	20
	9	13	10	55	0	10	0	39	5	15	0	5	10	27	20
	Ex	Ex	Ex	60	20	10	35	20	0	15	58	10	Ex	28	20
	10	15	3	65	20	10	40	40	19	15	40	10	0	34	0
	10	15	0	65	20	10	38	30	39	15	60	10	22	28	20
	5	15	7	65	5	4	40	26	35	15	61	10	19	27	0
	9	15	10	60	20	10	43	38	5	15	0	0	18	33	20
	6	15	10	65	0	10	35	34	33	15	36	10	22	20	20
	9	13	10	65	20	10	35	0	0	15	60	10	22	33	20
	9	15	10	65	20	10	45	40	21	15	64	10	0	32	20
	0	0	1	60	20	10	40	33	0	15	60	10	15	26	20
	8	15	10	65	20	10	48	42	45	15	60	10	0 Ex	0 Ex	20
	4	13	10	65	20	10	35	27	27	15	0	5	22	17	20
	0	13	0	65	0	Ex	0	19	42	15	47	Ex	0	28	0
	7	0	0	60	20	10	50	39	34	15	40	10	0	36	20
	4	15	0	65	12	10	0	34	33	15	0	10	17	27	20
	1	15	4	65	0	10	0	31	0	Ex	0	Ex	0	28	20
	11	15	10	65	20	10	43	46	Ex	10	65	Ex	20	32	20
	6	12	6	55	8	10	0	35	7	15	0	5	0	25	20
	7	15	6	65	8	10	43	34	19	15	58	10	Ex	29	10

	FFA History Quiz Sep 27, 2010 PTS 14	FFA Timeline Sep 28, 2010 PTS 15	New Horizon Facts Sep 29, 2010 PTS 10	Sidewalk Art Oct 1, 2010 PTS 65	Creed Drawings Oct 7, 2010 PTS 20	10 Tasks of FFA Oct 12, 2010 PTS 10	FFA Brochure Oct 12, 2010 PTS 50	BIG Test Oct 18, 2010 PTS 45	History of Ag Comic Strip Oct 26, 2010 PTS 45	Vocabulary Posters Oct 26, 2010 PTS 15	Commodity Presentation Nov 1, 2010 PTS 65	Commodity Presentation Listening Nov 1, 2010 PTS 10	Create a Quiz Nov 9, 2010 PTS 20	History/Ag Industry Quiz Nov 9, 2010 PTS 40	Schoolloop Login Info Nov 17, 2010 PTS 20
	8	15	10	65	20	10	43	45	Ex	15	64	10	Ex	34	20
	9	15	0	65	20	0	0	27	3	15	0	10	17	11	10
	7	15	2	60	0	10	38	30	7	10	0	Ex	Ex	23	0
	6	13	10	60	20	10	38	32	33	15	36	10	20	26	20
	0	13	0	65	0	Ex	47	30	18	15	58	10	Ex	0	0
	6	15	0	65	4	10	0	31	0	15	0	10	17	12	20
	0	0	0	65	0	10	0	36	0	15	47	5	0	23	20

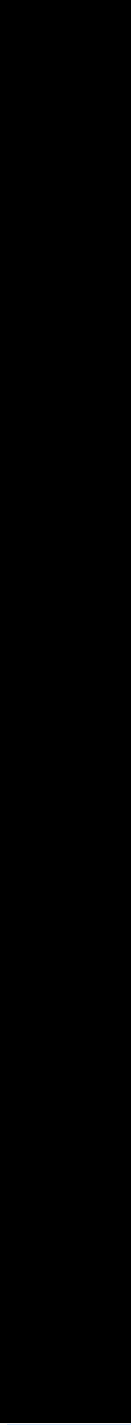
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PTS 10	PTS 5	Feb 7, 2011 PTS 30
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	Thanksgivi ng Presentatio ns Nov 23, 2010 PTS 100	Resume And Cover Letter Dec 16, 2010 PTS 20	SAE Proficiency Application Dec 17, 2010 PTS 50	SAE Record Book Dec 17, 2010 PTS 50	Review Jigsaw Sheet Jan 5, 2011 PTS 18	Review Poster Jan 5, 2011 PTS 50	Final Exam Jan 11, 2011 PTS 24	Notebook Final Jan 11, 2011 PTS 100	Class Attendance Jan 18, 2011 PTS 100	Extra Credit Semester 2 Jan 18, 2011 PTS 0	Animal Domesticat ion Timeline Jan 20, 2011 PTS 10	Swine Breeds Jan 26, 2011 PTS 30	Swine Crossword Feb 3, 2011 PTS 10	Swine Review NC Feb 7, 2011 PTS 5	Swine Study Guide Feb 7, 2011 PTS 30
	95	0	50	50	18	50	23	95	100	2	10	30	10	5	30
	80	13	0	0	15	46	19	80	100		8	30	0	5	30
	90	0	0	0	14	46	17	85	100		0	30	0	5	11
	80	14	50	39	15	50	22	92	100		10	30	10	5	30
	90	18	20	22	Ex	48	21	75	100		10	30	0	5	30
	90	0	0	0	0	40	20	0	100		0	30	10	5	30
	80	0	0	0	17	35	19	0	100		8	30	10	5	10

	Section: Ag Sci Intro 1		
	Swine Unit Exam Scantron Feb 7, 2011 PTS 35	Swine Unit Exam Parts ID Feb 9, 2011 PTS 21	Sheep Breeds Presentation Feb 23, 2011 PTS 40
	30	23	37
	33	22	40
	34	19	38
	29	21	30
	9	17	35
	34	20	40
	32	22	35
	23	11	38
	31	18	37
	33	18	37
	0	0	38
	26	10	38
	24	7	40
	24	23	40
	27	12	38
	31	22	40
	28	21	38
	0	0	35
	33	22	37
	30	21	37
	34	22	39
	33	21	39
	30	18	37
	24	22	Ex
	31	19	37
	23	23	40
	29	20	35
	26	8	30



F1	S1	F2	S2	Attendance and Attitude Aug 26, 2010 PTS 100	Notebook Present Aug 26, 2010 PTS 5	Signed Syllabus Aug 30, 2010 PTS 5	Landscape Designer Ad Sep 4, 2010 PTS 25	FFA Sep 8, 2010 PTS 3	Constructi on Process Presentatio n Oct 7, 2010 PTS 50	Tree and Shrub Questions Nov 22, 2010 PTS 29	Irrigation Structure Worksheet Dec 6, 2010 PTS 16	Irrigation Structure participatio n Dec 6, 2010 PTS 20	Narrowleaf Evergreen Brochure Dec 6, 2010 PTS 25	Tree Planting Questions Dec 6, 2010 PTS 15
A 96%	B- 80%		C 74%	90	5	5	23	3	42	0	14	20	25	0
A 95%	B 86%		A- 90%	85	5	5	23	3	42	18	10	20	25	15
			B 85%											
	A 100%			100										
A 95%	B 84%		C 74%	85	5	5	20	3	42	18	16	20	25	15
D+ 68%	C 73%		F 42%	95	0	0	Ex	1	Ex	Ex	16	20	25	0 Ex
A 96%	C 77%		A 97%	95	5	5	25	0	50	Ex	16	20	25	15
	A 100%			100										
A- 91%	C- 71%		B- 80%	50	5	5	18	3	42	5	Ex	Ex	21	Ex
A 93%	C- 71%		C+ 78%	85	5	5	18	2	42	0	15	20	21	15
A 95%	C- 70%		D- 60%	100	5	5	0	0	42	Ex	15	20	Ex	15
A 98%	B+ 88%		A 95%	90	5	5	23	3	44	29	Ex	Ex	25	15
	A 100%			100										
A 99%	A 99%		A 100%	100	5	5	23	3	50	29	16	20	25	15
	B- 80%			100	0	5								
			F 55%											
	A 100%			100										
	A 100%			100	5	5								
	A 100%			100										
A 93%	B+ 88%		A 94%	85	5	5	23	3	44	29	8	20	25	15

	F1	S1	F2	S2	Attendance and Attitude Aug 26, 2010 PTS 100	Notebook Present Aug 26, 2010 PTS 5	Signed Syllabus Aug 30, 2010 PTS 5	Landscape Designer Ad Sep 4, 2010 PTS 25	FFA Sep 8, 2010 PTS 3	Constructi on Process Presentatio n Oct 7, 2010 PTS 50	Tree and Shrub Questions Nov 22, 2010 PTS 29	Irrigation Structure Worksheet Dec 6, 2010 PTS 16	Irrigation Structure participatio n Dec 6, 2010 PTS 20	Narrowleaf Evergreen Brochure Dec 6, 2010 PTS 25	Tree Planting Questions Dec 6, 2010 PTS 15
				A 96%											
		A 100%			100	5	5								



# Scoresheet

# Section: ROP Landscaping 1

	BroadleafEvergreen Assignment Dec 13, 2010 PTS 13	Record Book Dec 22, 2010 PTS 50	SAE Proficiency Application Dec 22, 2010 PTS 50	Landscape Practical Final Jan 11, 2011 PTS 50	Final Exam Semester 1 Jan 14, 2011 PTS 18	Final Notebook Jan 14, 2011 PTS 100	Attendance Jan 24, 2011 PTS 100	Deer Resistant Material Project Jan 24, 2011 PTS 40	Pruning Worksheet Feb 4, 2011 PTS 22	Landscaping Symbols Worksheet Feb 9, 2011 PTS 20	Erosion Worksheet Activity Feb 15, 2011 PTS 30
	0	50	15	44	18	100	100	25	16	0	19
	5	50	20	44	15	100	100	30	19	20	27
							100	Ex	21	0	
	0	42	14	45	15	100	100	20	16	10	17
	0	50	0	0	14	100	100	0	0	0	0
	8	0	0	46	16	100	100	40	22	20	23
	13	48	0	42	11	100	100	25	22	0	27
	0	11	0	40	16	100	100	25	21	20	4
	13	0	0	42	17	100	100	0	22	0	23
	13	30	0	47	17	100	100	35	22	20	27
	13	46	49	50	16	100	100	40	22	20	30
							100	0	21	12	0
	0	48	35	41	15	100	100	33	22	20	27
							100	35	22	20	30

Sep 24, 2010 PTS 40	2010 PTS 99	PTS 5
40	87	0
40	98	Ex
40	64	5
31	51	Ex
31	57	0
7	64	0
23	55	5
7	60	0
32	34	0
0	55	0
21	85	0
0	29	0
40	96	5
35	15	5
0	67	0
40	50	Ex
7	52	0
31	58	0
40	57	5
40	93	5
40	52	5

				2010 PTS 100	PTS 5	PTS 5	PTS 0	PTS 0	PTS 28	PTS 25	PTS 25	Sep 24, 2010 PTS 40	2010 PTS 99	PTS 5
B 85%	B 84%		A 99%	90	5	5	6	3	28	0	25	40	87	0
A 97%	A- 90%		B 83%	70	5	5	6	2	28	25	25	40	98	Ex
A 97%	A 99%		A 105%	100	5	5	6	3	28	24	25	40	64	5
	A 100%			100	5	5								
C 73%	D 63%		C 77%	60	5	5	2	2	28	23	25	31	51	Ex
A 92%	C 75%		C 75%	100	5	5	2	3	28	23	25	31	57	0
B 87%	B 85%		B 84%	85	5	5	2	3	16	23	25	7	64	0
B 82%	C 72%		B 84%	100	5	5	6	3	16	21	25	23	55	5
C+ 78%	D- 61%		B 85%	35	5	5	2	0	28	23	25	7	60	0
B 86%	C 73%		B 86%	90	5	5	2	3	0	10	25	32	34	0
	A 100%			100	5	5								
D+ 69%	F 46%		A 100%	100	5	5	6	0	16	0	25	0	55	0
A- 91%	A 92%		A 100%	95	5	5	4	3	16	25	25	21	85	0
A 96%	C 72%		B- 80%	85	0	5	0	3	28	20	25	0	29	0
A 101%	A- 89%		A 94%	95	0	5	3	3	8	23	25	40	96	5
C 77%	C 73%		B- 81%	70	5	5	4	2	28	20	25	35	15	5
	A 100%			100	5	5								
B+ 89%	F 52%		C 76%	55	5	5	4	0	28	23	25	0	67	0
A 98%	A 97%		A 99%	100	0	5	4	3	28	25	25	40	50	Ex
	A 100%			100										
A 93%	D 67%		C 76%	85	5	5	18	2	16	20	23	7	52	0
B- 81%	B- 79%		A 106%	100	0	5	2	3	28	23	25	31	58	0
B 82%	D 67%		B 84%	75	5	5	2	0	28	22	25	40	57	5
A 101%	A 96%		A 97%	90	5	5	6	3	28	25	25	40	93	5
B- 81%	C 73%		B+ 88%	100	5	5	0	1	28	25	25	40	52	5

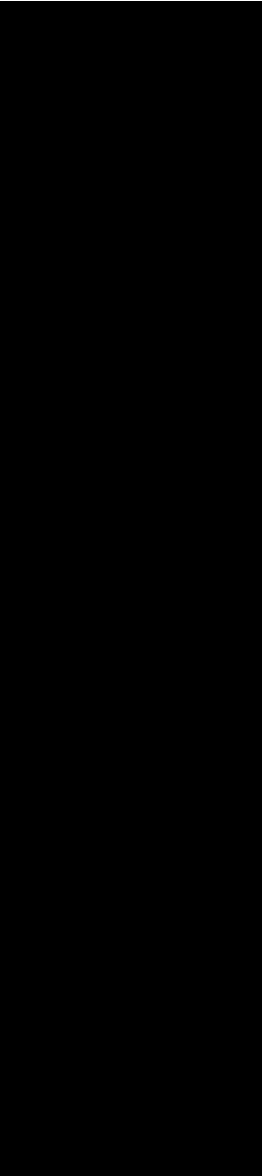
	F1	S1	F2	S2	Attendance and Attitude Aug 26, 2010 PTS 100	Notebook Present Aug 30, 2010 PTS 5	Signed Syllabus Aug 30, 2010 PTS 5	Extra Credit Sep 3, 2010 PTS 0	FFA Sep 8, 2010 PTS 3	Leaf Rubbings Sep 8, 2010 PTS 28	Plant Sale Flier Sep 14, 2010 PTS 25	Succulent Bowl Sep 14, 2010 PTS 25	Anatomy & Classificati on Study Guide Sep 24, 2010 PTS 40	Anatomy & Classificati on Test Sep 24, 2010 PTS 99	Review Notecard Sep 28, 2010 PTS 5
	A 94%	B 84%		A 98%	90	5	5	4	3	24	23	25	35	85	0
	F 25%	F 41%		C 75%	10	0	5	2	0	28	21	25	0	42	0
	F 32%	F 53%		C- 70%	90	5	5	4	2	0	0	25	0	80	0
	A 97%	B- 80%		A 106%	100	5	5	0	3	16	23	25	12	70	0
	A 100%	B 84%		C 72%	90	5	5	0	3	7	24	25	0	79	0

	Test 1 Correction s Bonus Sep 30, 2010 PTS 0	Test Correction s Sep 30, 2010 PTS 20	Vocab Sketch-Ger mination Sep 30, 2010 PTS 18	Germinatio n Diagrams Oct 6, 2010 PTS 20	Color Bowl Constructi on Oct 18, 2010 PTS 20	Photosynth esis Webquest Oct 20, 2010 PTS 40	Photosynth esis Presentatio n Oct 25, 2010 PTS 50	Quiz Questions Oct 26, 2010 PTS 10	Germinatio n and Photosynth esis Quiz Oct 27, 2010 PTS 50	Micro Minerals Memorizati on Device Nov 8, 2010 PTS 10	Soil Mixes Flip Book Nov 8, 2010 PTS 50	Growth Requireme nts Test Nov 22, 2010 PTS 50	Unit 4 questions Nov 22, 2010 PTS 13	Unit 4 Study Guide Nov 23, 2010 PTS 50	Plant Growth Hormones Vocab Sketch Dec 7, 2010 PTS 36
	6	20	13	20	20	37	46	10	46.5	0	0	40	13	50	0
	1	20	18	20	20	40	46	10	48	10	29	46	13	50	31.5
	17	20	18	20	20	40	55	10	46	10	50	38	13	50	36
	0	0	0	20	20	27	40	0	18	Ex	34	24	13	0	0
	20	20	18	20	20	37	Ex	10	34.5	10	0	42	13	50	22
	17	20	0	20	Ex	15	43	10	48.5	10	45	30	13	8	26
	22	20	17.5	17	20	27	44	10	15.5	10	20	36	13	0	18
	19	20	13	20	Ex	31	55	10	29.5	10	31	36	13	0	0
	32	20	9	20	20	0	Ex	0	30	Ex	45	18	0	6	2
	22	20	0	20	20	0	46	0	19.5	10	0	24	0	0	0
	7	20	13	20	20	40	44	10	27	Ex	40	44	13	50	36
	35	20	0	0	20	24	Ex	10	18.5	0	37	42	13	50	24.5
	2	20	18	20	20	37	55	10	18.5	10	37	44	13	50	27
	42	20	0	20	20	31	55	10	29.5	10	0	24	13	32	20
	16	20	0	20	20	27	40	Ex	14	10	0	0	0	0	21.5
	24	20	18	20	20	40	Ex	Ex	42	10	50	42	13	50	36
	23	20	13	20	20	15	43	10	29.5	0	20	34	13	0	1
	20	20	12.5	20	20	34	40	10	35	10	0	38	13	50	25
	21	20	13	20	20	0	43	10	35	0	0	30	13	44	36
	3	20	16	20	20	34	47	10	20	Ex	50	40	13	50	36
	23	20	18	20	20	24	47	10	20	10	50	32	13	50	36

	Test 1 Correction s Bonus Sep 30, 2010 PTS 0	Test Correction s Sep 30, 2010 PTS 20	Vocab Sketch-Ger mination Sep 30, 2010 PTS 18	Germinatio n Diagrams Oct 6, 2010 PTS 20	Color Bowl Constructi on Oct 18, 2010 PTS 20	Photosynth esis Webquest Oct 20, 2010 PTS 40	Photosynth esis Presentatio n Oct 25, 2010 PTS 50	Quiz Questions Oct 26, 2010 PTS 10	Germinatio n and Photosynth esis Quiz Oct 27, 2010 PTS 50	Micro Minerals Memorizati on Device Nov 8, 2010 PTS 10	Soil Mixes Flip Book Nov 8, 2010 PTS 50	Growth Requireme nts Test Nov 22, 2010 PTS 50	Unit 4 questions Nov 22, 2010 PTS 13	Unit 4 Study Guide Nov 23, 2010 PTS 50	Plant Growth Hormones Vocab Sketch Dec 7, 2010 PTS 36
	7	20	18	20	20	27	44	10	34.5	10	17	42	13	50	18
	28	20	0	20	20	15	43	0	27	Ex	0	28	13	0	0
	10	20	18	20	20	21	47	10	19.5	10	0	26	0	0	0
	15	20	13	20	20	40	44	10	41.5	10	15	22	13	0	20
	10	20	13	20	20	31	55	10	43.5	10	22	44	13	50	9

Ecology of Holiday Tree Farm Dec 13, 2010 PTS 30	Tree Drawing Dec 13, 2010 PTS 20	Holiday Plant Folk Lore Dec 17, 2010 PTS 0	SAE Proficiency Application Dec 17, 2010 PTS 50	SAE Record Book Dec 17, 2010 PTS 50	Sem 1 Final Review Poster Jan 6, 2011 PTS 50	Final Exam EC Jan 10, 2011 PTS 0	Final Exam Jan 12, 2011 PTS 50	Final Notebook Semester 1 Jan 12, 2011 PTS 100	Attendance Jan 24, 2011 PTS 100	FFA Sem 2 Jan 24, 2011 PTS 3	Vegetable Garden Book Work Jan 24, 2011 PTS 10	Syllabus Jan 25, 2011 PTS 10	Vegetable Vocabulary Sketches Jan 25, 2011 PTS 10	Video Sheet Jan 25, 2011 PTS 10
30	20	0	50	50	50	2	47	80	99		10	10	10	10
Ex	20	11	50	30	47	2	51	95	99		10	10	10	10
30	20	11	50	50	53	2	45	100	99		10	10	10	10
25	17	5.5	0	48	47	0	20	90	80		9	10	9	10
30	20	0	0	0	45	2	43	95	92		10	10	5	10
25	20	11	50	50	44	0	46	85	92		10	10	10	10
30	20	1.5	0	0	53	2	43	80	99		10	8	10	8
30	20	11	0	38	50	0	22	95	94		9	10	10	10
0	16	2.5	20	43	50	2	49	80	99		8	9	5	9
28	18	10	0	0	44	2	18	85	100					
30	20	11	45	50	53	0	46	90	100		10	5	10	5
Ex	20	2	0	0	45	0	44	100	88		Ex	10	Ex	10
30	20	11	45	35	47	0	51	100	99		10	10	10	10
30	20	0	47	38	53	0	21	95	97		9	10	10	10
25	20	0	0	0	44	0	39	95	92		Ex	10	Ex	10
30	20	11	45	50	53	0	47	100	99		10	10	10	10
25	19	11	0	0	47	0	45	95	97		10	5	0	5
30	20	11	20	38	45	0	27	95	100		10	10	10	10
30	20	11	35	18	53	0	38	85	95		10	10	10	10
30	20	7.5	35	50	50	2	51	100	94		10	10	10	10
30	20	6	0	0	44	2	22	100	99		10	10	10	10

	Ecology of Holiday Tree Farm Dec 13, 2010 PTS 30	Tree Drawing Dec 13, 2010 PTS 20	Holiday Plant Folk Lore Dec 17, 2010 PTS 0	SAE Proficiency Application Dec 17, 2010 PTS 50	SAE Record Book Dec 17, 2010 PTS 50	Sem 1 Final Review Poster Jan 6, 2011 PTS 50	Final Exam EC Jan 10, 2011 PTS 0	Final Exam Jan 12, 2011 PTS 50	Final Notebook Semester 1 Jan 12, 2011 PTS 100	Attendance Jan 24, 2011 PTS 100	FFA Sem 2 Jan 24, 2011 PTS 3	Vegetable Garden Book Work Jan 24, 2011 PTS 10	Syllabus Jan 25, 2011 PTS 10	Vegetable Vocabulary Sketches Jan 25, 2011 PTS 10	Video Sheet Jan 25, 2011 PTS 10
	30	20	1.5	20	30	45	2	41	100	99		10	10	10	10
	30	20	11	0	0	53	2	38	0	90		10	10	0	10
	25	20	7.5	0	0	47	2	48	0	100		6	5	0	5
	30	20	11	0	49	44	0	45	100	100		10	10	10	10
	Ex	20	0	44	2	53	0	50	100	99		10	0	10	0



Home Visit Sheet Feb 2, 2011 PTS 20	Geophyte Foldable Feb 4, 2011 PTS 10	Geophyte Word Search Feb 10, 2011 PTS 10
20	10	10
0	0	10
30	10	10
0	10	10
0	0	Ex
0	10	10
0	7	10
0	10	10
15	0	10
30	10	10
0	10	10
20	0	10
0	0	10
0	0	10
20	10	10
0	10	10
30	10	10
0	7	10
20	10	10
0	10	10
20	7	10
0	5	10
0	0	10
30	10	10
0	0	10



# **Templeton High School Agriculture Department**

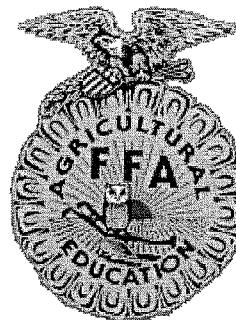


## **Project Supervision Forms**

There are two project supervision forms. One is used for standard home visits. Home visits are made with all freshmen during their 1<sup>st</sup> semester of high school. This sheet is kept on file in the student cabinets in the Chapter Officer Room. The second sheet is for SAE project supervision. The form is in triplicate. One copy goes to the student, one to the parent, and the other is kept on file in the student cabinets in the Chapter Officer Room.

# Templeton Agriculture Department

Home Visit Report 2010-2011



Student's Name: \_\_\_\_\_

Date: 9/13/10

Parent's Names: \_\_\_\_\_

- ✓ Student's Current Grade: 95%
- ✓ FFA Interest? Chapter mtgs.
- ✓ SAE Project Idea or Started? Yard work and small animal care
- ✓ What are you going to do for FFA Credits? Chapter mtgs.
- ✓ What upcoming events can you go to? Chapter mtgs
- ✓ Are you interested in attending the Greenhand Leadership Conference on Thursday Oct. 14<sup>th</sup>? Cost \$30 No

✓ **Grade Breakdown:**

**40% Classroom:** Participation, attendance, assessments

**20% Project**

**10% Notebook**

**10% Final Exam**

**10% SAE** (Supervised Agricultural Experience = 10 hrs. of work on a project outside of class, per semester)

**10% FFA:** Students must get 3 FFA credits per semester

- ✓ Suggested four year plan based on course interests (see back).

Sophomore Year: Eng, Soc., Earth, PE, tutorial, drivers, spanish, woodshop

Junior Year: Eng., Soc., Chem, tutorial, spanish, Final

Senior Year: Eng., Gov't., woodshop II

✓ **Signatures:**

Student

Date

Parent

Date

Teacher

Date

\*Parent's will receive a copy of this sheet sent home with student after the visit.

# Templeton Agriculture Department

Home Visit Report 2010-2011



Student's Name: \_\_\_\_\_

Date: 9/14/10

Parent's Names: \_\_\_\_\_

- ✓ Student's Current Grade: 97%
- ✓ FFA Interest? Welding Team!
- ✓ SAE Project Idea or Started? Custom Metal Fabrication, Landscape Contist
- ✓ What are you going to do for FFA Credits? mtgs., BBQs, Greenhand Conf., BIG
- ✓ What upcoming events can you go to? Oct. Greenhand Mtg., Drive thru BBQ
- ✓ Are you interested in attending the Greenhand Leadership Conference on Thursday Oct. 14<sup>th</sup>? Cost \$30 Yes!

✓ **Grade Breakdown:**

**40% Classroom:** Participation, attendance, assessments

**20% Project**

**10% Notebook**

**10% Final Exam**

**10% SAE** (Supervised Agricultural Experience = 10 hrs. of work on a project outside of class, per semester)

**10% FFA:** Students must get 3 FFA credits per semester

- ✓ Suggested four year plan based on course interests (see back).

**Sophomore Year:** Ag. Welding, ROP CAD I, Ag. Bio.

**Junior Year:** ROP Ag. Welding I, ROP CAD II

**Senior Year:** ROP Ag. Welding II, ROP Art + History Floral Design

✓ **Signatures:**

En [Signature] 9/14/10

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Student

Date

Parent

11 Date

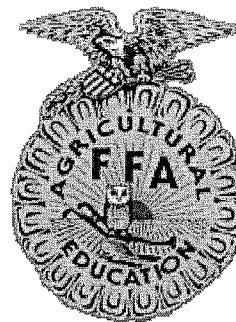
Teacher

Date

\*Parent's will receive a copy of this sheet sent home with student after the visit.

# Templeton Agriculture Department

## Home Visit Report 2010-2011



Student's Name: \_\_\_\_\_

Date: 9/30/10

Parent's Names: \_\_\_\_\_

- ✓ Student's Current Grade: 93% Fix HV Letter score
- ✓ FFA Interest? Creed, G-Hand stuff
- ✓ SAE Project Idea or Started? Lamb CMSF Plus Vacc
- ✓ What are you going to do for FFA Credits? Mtgs. Conference
- ✓ What upcoming events can you go to? G-Hand mtg.
- ✓ Are you interested in attending the Greenhand Leadership Conference on Thursday Oct. 14<sup>th</sup>? Cost \$30 Wants to

### ✓ Grade Breakdown:

- ✓ 40% Classroom: Participation, attendance, assessments
- ✓ 20% Project
- ✓ 10% Notebook
- ✓ 10% Final Exam
- ✓ 10% SAE (Supervised Agricultural Experience = 10 hrs. of work on a project outside of class, per semester)
- ✓ 10% FFA: Students must get 3 FFA credits per semester

- ✓ Suggested four year plan based on course interests (see back).

Sophomore Year: Adv. Livestock

Junior Year: ROP Floral Design, ROP Vet Science

Senior Year: ROP Small Animal Pre-Vet

### ✓ Signatures:

Student [Signature] Date 9/30/10

Parent \_\_\_\_\_ Date \_\_\_\_\_

Teacher \_\_\_\_\_ Date \_\_\_\_\_

\*Parent's will receive a copy of this sheet sent home with student after the visit.

Kent  
Feeds

## Templeton Agriculture Department

Home Visit Report 2010-2011



Student's Name: \_\_\_\_\_

Date: 10/28/10

Parent's Names: \_\_\_\_\_

- ✓ Student's Current Grade: 90%.
- ✓ FFA Interest? Welding Team, Horse Judging
- ✓ SAE Project Idea or Started? Atascadero Hay + Feed, Templeton Stock Yard, Meat Goats
- ✓ What are you going to do for FFA Credits? Mtg., Greenhand Conf.
- ✓ What upcoming events can you go to? Nov. 6:30PM, Horse Judging Mtg., Dec.
- ✓ Are you interested in attending the Greenhand Leadership Conference on Thursday Oct. 14<sup>th</sup>? Cost \$30 Yes!

✓ **Grade Breakdown:**

**40% Classroom:** Participation, attendance, assessments

**20% Project**

**10% Notebook**

**10% Final Exam**

**10% SAE** (Supervised Agricultural Experience = 10 hrs. of work on a project outside of class, per semester)

**10% FFA:** Students must get 3 FFA credits per semester

- ✓ Suggested four year plan based on course interests (see back).

Sophomore Year: Ag. Welding I

Junior Year: ROP Welding I

Senior Year: ROP Welding II, ROP Floral Design (VAPA)

✓ Signatures: \_\_\_\_\_

Student [Signature] Date 10/28/10

Parent [Signature] Date \_\_\_\_\_

Teacher \_\_\_\_\_ Date \_\_\_\_\_

\*Parent's will receive a copy of this sheet sent home with student after the visit.

TEMPLETON HIGH SCHOOL  
VOCATIONAL AGRICULTURE DEPARTMENT

PROJECT VISITATION REPORT

Name of Student:



Date of Visit:

6/30/10

Project(s) Supervised:

Swine

General Condition of Project:

Gaining, but still  
a ways to go

Recommendations for Improvement:

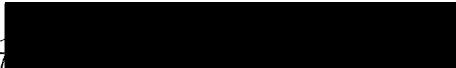
Walk on soft dirt

Hand Feed 3 times a day.

Rinse each feeding

Do not leave feed in pen

Student Signature:



Advisor Signature:

Er [Signature]

WHITE: FILE

YELLOW: PARENT COPY

PINK: STUDENT COPY  
wCp

TEMPLETON HIGH SCHOOL  
VOCATIONAL AGRICULTURE DEPARTMENT

## PROJECT VISITATION REPORT

Name of Student:

Date of Visit:

6/30/10

Project(s) Supervised:

Swine

General Condition of Project:

170lbs.

Recommendations for Improvement:

4 oz. Paylean daily  
Weigh next week and call  
and leave wt. on my voicemail  
215.6018

Student Signature:

Advisor Signature:

Ei Thom

WHITE: FILE

YELLOW: PARENT COPY

PINK: STUDENT COPY

TEMPLETON HIGH SCHOOL  
VOCATIONAL AGRICULTURE DEPARTMENT

PROJECT VISITATION REPORT

Name of Student:

Date of Visit:

6/30/10

Project(s) Supervised:

Swine

General Condition of Project:

wt 176

Recommendations for Improvement:

Put on 4oz paylean daily  
Hand feed 3 times a day - rinse  
before feeding

Student Signature:

Advisor Signature:

Ei Thoyz

WHITE: FILE

YELLOW: PARENT COPY

PINK: STUDENT COPY  
wcp



TEMPLETON HIGH SCHOOL  
VOCATIONAL AGRICULTURE DEPARTMENT

PROJECT VISITATION REPORT

Name of Student:

Date of Visit:

1/22/11

Project(s) Supervised:

Breeding Swine  
Breeding Goat

General Condition of Project:

Prop. 2 compliant farrowing crate  
Very clean facilities  
Very friendly goats  
2 does left to kid

Recommendations for Improvement:

Maybe breed open females for  
summer pigs? at least to take to  
Templeton auction for some extra  
cash... just a thought

Get pictures to me ASAP so we  
can get Proficiencies

Student Signature:

Advisor Signature:

WHITE: FILE

YELLOW: PARENT COPY

PINK: STUDENT COPY  
wcp

TEMPLETON HIGH SCHOOL  
VOCATIONAL AGRICULTURE DEPARTMENT

## PROJECT VISITATION REPORT

Name of Student

Date of Visit:

1/24/11

Project(s) Supervised:

Breeding Sheep  
Market Lamb

General Condition of Project:

Looks good.  
You are beyond me!

Recommendations for Improvement:

Keep me up to speed on inventory  
so we can get you into  
proficiencies in the future.

Student Signature:

Advisor Signature:

Er. Jh

WHITE: FILE

YELLOW: PARENT COPY

PINK: STUDENT COPY

WCP

TEMPLETON HIGH SCHOOL  
VOCATIONAL AGRICULTURE DEPARTMENT

PROJECT VISITATION REPORT

Name of Student: [REDACTED]

Date of Visit: 1/26/11

Project(s) Supervised: Breeding Swine

General Condition of Project:

Lots of cool color  
Plans to expand facility to have  
pens for jackpots

Recommendations for Improvement:

Make everyone black no matter  
what!  
I will let you know on 2/15  
how many I want... if you  
are willing to sell to me

Student Signature: [REDACTED]

Advisor Signature: E. Johnson

WHITE: FILE

YELLOW: PARENT COPY

PINK: STUDENT COPY  
wCP

# **Templeton High School Agriculture Department**



## **SOE Wall Chart**

At Templeton High School there is no “wall chart” of SOE projects. Instead, each teacher creates their own method of scheduling. I schedule home visits with each one of my freshmen at the beginning of the year to help them establish an SOE project. This meeting helps because it is held with their parents. The following information is my home visit information in addition to my list of students to visit. There are also sample home visit forms to help students establish an SOE project.



August 25, 2010

Dear Parents,

Welcome to the 2010-2011 school year! After a very busy summer of Mid State Fair livestock projects, the FFA officer retreat, and leadership conferences the Agriculture Department has been hard at work planning many great activities, lessons, and leadership events for this year. I want to especially welcome all the new parents to Templeton High School and to the Agriculture Department.

The Agriculture Department is comprised of three teachers and offers many different classes. We strive to provide students with a well-rounded education and hands-on technical skills in a variety of agriculture career pathways. Welding Technology, Computer Aided Drafting, Wood Technology, Ornamental Horticulture, Landscape Installation, Floral Design, and Advanced Animal Sciences are elective course pathways designed to compliment our introductory agriculture classes. It is our goal for each student to develop a plan for the next four years that will accommodate their interests, needs, and provide them with a great education.

One of the best ways to ensure your student succeeds at school and in my classroom is for all three of us; parent(s), student, and teacher to have a working relationship that promotes communication, understanding of responsibilities, and knowledge of opportunities offered. One of your son/daughter's first assignments is to schedule a ***Home Visit*** with me sometime the first trimester of school. I will come to your home and discuss our program, your son/daughter's grades and goals, and much more. It is my hope that this will provide a solid beginning to four years of education and parent/teacher/student communication. I will be discussing this with them the first few days of school so they will be well aware of what to expect. I will also be making a master schedule and will send that home with your son/daughter in the first few weeks of school. Thank you for your support and I look forward to meeting you soon!

Sincerely,

Ms. Erin Thompson  
FFA Advisor  
Templeton High School  
ethompson@tusdnet.net

# MS. THOMPSON'S HOME VISIT SCHEDULE

Please select three dates which work best for you. Make sure to include your address OR, if you would rather meet at school. Please write down how long it should take to get to your residence from Templeton High School. If your address cannot be found via mapquest/google maps, please provide accurate directions.

Each home visit should take approximately 45 minutes. It is a casual event and nothing to stress over! Just a time for me to visit with your son and/or daughter and yourself. I will begin scheduling appointments as soon as I receive these sheets back. I will email you a confirmation of the date and time for the visit. If you have any questions concerning the process, please do not hesitate to contact me via email at ethompson@tusdnet.net.

See you soon!

Erin Thompson  
Agriculture Instructor  
Templeton High School

Student Name\_\_\_\_\_

Parent Name(s)\_\_\_\_\_

Parent Phone Number\_\_\_\_\_

Parent Email\_\_\_\_\_

Address of Home Visit\_\_\_\_\_

Time from THS\_\_\_\_\_

Directions online?\_\_\_\_\_  
(if "No" please attach directions)

Parent comments, ideas, requests:

**SELECT THREE TIMES ON BACK OF SHEET!!!**

*Please circle three dates and times from options.*

<b><u>Date</u></b>	<b><u>Time(s)</u></b>	
Monday, September 13 <sup>th</sup>	3:30PM	5PM
Tuesday, September 14 <sup>th</sup>		5PM
Thursday, September 16 <sup>th</sup>		5PM
Tuesday, September 21 <sup>st</sup>	3:30PM	5PM
Thursday, September 23 <sup>rd</sup>		5PM
Monday, September 27 <sup>th</sup>	3:30PM	5PM
Tuesday, September 28 <sup>th</sup>		5PM
Thursday, September 30 <sup>th</sup>		5PM
Thursday, October 7 <sup>th</sup>		5PM
Tuesday, October 12 <sup>th</sup>		5PM
Thursday, October 14 <sup>th</sup>	3:30PM	5PM
Monday, October 25 <sup>th</sup>	3:30PM	5PM
Tuesday, October 26 <sup>th</sup>		5PM
Thursday, October 28 <sup>th</sup>		5PM
Monday, November 1 <sup>st</sup>		5PM
Thursday, November 4 <sup>th</sup>		5PM
Monday, November 8 <sup>th</sup>		5PM
Monday, November 15 <sup>th</sup>		5PM
Monday, November 22 <sup>nd</sup>	3:30PM	5PM
Tuesday, November 23 <sup>rd</sup>	3:30PM	5PM
Monday, November 29 <sup>th</sup>	3:30PM	
Thursday, December 9 <sup>th</sup>		5PM
Monday, December 13 <sup>th</sup>	3:30PM	
Tuesday, December 14 <sup>th</sup>	3:30PM	5PM

Name	Parent	Date	Time	Location	Distance S min
		09/13/10	3:30		
		09/13/10	5		0
		09/14/10	3:30		0
		09/14/10	5		2
		09/16/10	5		0
		09/21/10	5		10
		09/21/10	3:30		5
		09/23/10	5		0
		09/27/10	3:30		0
		09/28/10	4		25
		09/30/10	5		8
		10/07/10	5	PR	15
		10/12/10	5		5
		10/14/10	5		10
		10/25/10	5		10
		10/25/10	3:30		1
		11/08/10	5		0
		11/22/10	3:30		10
		11/29/10	3:30		15
		12/09/10	5		10

Tanner Dye THS Randy Brenda Dye 10/28/10 5pm THS  
 Sarah Crook 10/8 THS

Email Peggy H.V. Form



# Templeton Agriculture Department

## Home Visit Report 2010-2011



Student's Name: \_\_\_\_\_

Date: \_\_\_\_\_

Parent's Names: \_\_\_\_\_

✓ Student's Current Grade: \_\_\_\_\_

✓ FFA Interest? \_\_\_\_\_

✓ **SAE** Project Idea or Started? \_\_\_\_\_

✓ What are you going to do for FFA Credits? \_\_\_\_\_

✓ What upcoming events can you go to? \_\_\_\_\_

✓ Are you interested in attending the Greenhand Leadership Conference on Thursday Oct. 14<sup>th</sup>? Cost \$30 \_\_\_\_\_

✓ **Grade Breakdown:**

**40% Classroom:** Participation, attendance, assessments

**20% Project**

**10% Notebook**

**10% Final Exam**

**10% SAE** (Supervised Agricultural Experience = 10 hrs. of work on a project outside of class, per semester)

**10% FFA:** Students must get 3 FFA credits per semester

✓ Suggested four year plan based on course interests (see back).

**Sophomore Year:** \_\_\_\_\_

**Junior Year:** \_\_\_\_\_

**Senior Year:** \_\_\_\_\_

✓ **Signatures:**

\_\_\_\_\_  
Student Date

\_\_\_\_\_  
Parent Date

\_\_\_\_\_  
Teacher Date

*\*Parent's will receive a copy of this sheet sent home with student after the visit.*

# **Templeton High School Agriculture Department**



## **SOE Student Summary**

All students are required to submit portions of a proficiency application and an up to date FFA Record Book at the conclusion of each semester. This acts as a summary of the students' project. The electronic versions are then held on file by the agriculture teachers.

# Templeton High School Agriculture Department

## FFA Record Book Directions

Your advisor will show you how to download and complete the FFA Record Book in class. The following information is what is required for all record book submissions. A grading scale is shown as well.

**1. Cover (3 points)**

- a. The cover should be filled in completely and accurately. No abbreviations should be used.

**2. Introduction Page (2 points)**

- a. Should list the name of the project and be shown as placement or ownership.

**3. Budget (5 points)**

- a. Should be completed for the year at the beginning of the project

**4. Calendar (10 points)**

- a. Must be completed for the current trimester being submitted and all other previous trimesters contained in the book.

**5. Agreements (10 points)**

- a. Correct agreement must be completed and all items in heading should be addressed.

**6. Journal (10 points)**

- a. Must contain at least 10 hours of work on SAE project per trimester.
- b. Must be neat and free of spelling errors.
- c. Columns should be used correctly and efficiently.
- d. Items should be filled in under appropriate enterprise.

**7. FFA Activities & Community Service Pages (10 points)**

- a. Should be kept up to date with activities.
- b. All students should have at least 3 activities at the Chapter Level in order to receive full credit.

**The day the project is due you will need to do two different things:**

**1. Submit Record Book Electronically to your Teacher:**

- a. Upload to the Schoolloop assignment drop box for the Record Book.
- b. OR...you may email the Record Book to Ms. Thompson. If emailing, please do so 1 week ahead of time to compensate for technological delays.

**2. Submit Proficiency Application to your Teacher:**

- a. Upload to the Schoolloop assignment drop box for the Proficiency App.
- b. OR...you may email the Application to Ms. Thompson. If emailing, please do so 1 week ahead of time to compensate for technological delays.

## Remember

There are NO LATE submissions for the SAE Report & FFA Record Book.

**\*\*\*Semester 1 Record Books and Proficiency Application are due Friday, May 20<sup>th</sup>...  
NO EXCEPTIONS\*\*\***

Failure to follow the instructions on this sheet will result in a deduction of points.

The SAE Report & FFA Record Book are worth a full 10% of your grade in an agriculture class.

Some individuals will be selected to participate at the sectional and regional level. Do your best and you can win fabulous awards!!!

**Good luck!**

# Templeton High School Agriculture Department

## SAE Report Directions

**1. After you have determined what your project is you need to decide what type of project it is before filling out the report form. Your project will fall under 1 of 2 categories:**

- a. Entrepreneurship: This is a project you own. Most livestock projects, gardens started from materials you purchased, or shop projects built with your own money count as entrepreneurship. If your project sounds like this, congratulations! You are an entrepreneur😊
- b. Placement: This is a project you carry out for someone else. Volunteer work, work experience, or work you do for your Parents counts as placement. You can be paid in a placement project or unpaid.

**2. Now you can download the appropriate application. The entrepreneurship and placement proficiency applications are located in 2 different spots:**

- a. You may download the record book at California Ag Ed: [www.templetonhs.schoolloop.com](http://www.templetonhs.schoolloop.com)

**3. Relax! You do not need to fill out the entire application. Use the tabs on the bottom of the document to help you navigate around. Here are some things to keep in mind while filling out the application:**

- a. Cover
  - i. You do not need to fill in your Chapter # or Member ID #
  - ii. Use the Proficiency Award Areas found at the above California Ag Ed web link to decide which Proficiency Award Area you need to select from the drop down menu
  - iii. For question 20, select the answer “yes.”
  - iv. The rest of the information should be easy for you fill out!
- b. Page 2
  - i. Answer the questions as directly as possible. If it asks for a few goals, label them Goal #1, Goal #2, and Goal #3.
  - ii. Be as detailed as possible and try to fill up the entire box provided to you.
- c. Page 3
  - i. Some of these questions ask you to refer back to your goals from Page 2. Again, label them Goal #1, etc.
  - ii. Be as detailed as possible and try to fill up the entire box provided to you.

**4. Adding pictures to the application can be done two ways. We recommend you add pictures digitally. Each report needs 6 pictures. These pictures should show YOU performing a different skill in your SAE. Each picture should be different and have you in it in order to receive full credit.**

- a. Digital (preferred method)
  - i. Click on the Digital Photo Instructions tab. This tab gives you instructions on how to copy and add more photo sheets to insert your pictures. You will need to copy and past the Unprotected Photo sheet so that you have spots for 6 different pictures and captions.
  - ii. Make sure you fill in the caption boxes completely or you will not receive full credit!
- b. Hard copy
  - i. If at all possible, please submit electronic photos with the application! This makes the application process much easier when applying for awards beyond the local level.
  - ii. Even if you are submitting hard copies of pictures, please type your captions. The captions must fill in the entire box completely or you will not receive full credit.

### SAE Report Grading

The Cover, Page 2, and Page 3 = 20 points

Each picture is worth 3 points = 18 points

Each caption is worth 2 points = 12 points

**For a grand total of = 50 points**

## Proficiency

STATE: CA  
 Chapter # CA 0245  
 Member ID # 552486185



Place Label Here

**SHEEP PRODUCTION**

Name of Proficiency Award Area

1. Name: \_\_\_\_\_  
 Name on chapter FFA roster: (If Different): \_\_\_\_\_

2. Date of Birth: 4 - 1 - 92 3. Age: 19  
 (Month) (Day) (Year)

4. Gender: X Male \_\_\_\_\_ Female 5. E-mail: \_\_\_\_\_

6. Address: (street address required) \_\_\_\_\_  
 City: Paso Robles State: CA Zip: 93446

7. Home Telephone number (including area code): \_\_\_\_\_

8. Name of Parents/Guardians 9. List Parents/Guardians Occupation Below:  
 a. Father: \_\_\_\_\_  
 b. Mother: \_\_\_\_\_

10. Complete FFA Chapter Name: Templeton FFA

11. Name of High School: Templeton High School

12. School Address: (street/RR./box no.) 1200 Main Street  
 School City: Templeton State: CA School Zip: 93465

13. School Telephone Number (including area code): (805) 434-5800

14. Chapter Advisor(s): Hildebrand, Schroeder, Thompson

15. Year FFA Membership Began: 2006

16. Years of Agricultural Education Completed: 4

17. Years of Agricultural Education Offered (grades 7-12) in high school last attended: 4

18. Year in school at time of applying for the award: 13

19. If you have graduated from the high school, year graduated: 2010

20. State/National Dues paid? YES

We have examined this application and find that the records are true, accurate, and complete. We hereby permit for publicity purposes, the use of any information included in this application with the exception of the following:

\_\_\_\_\_  
Candidate Signature\_\_\_\_\_  
Parent or Guardian Signature

In addition, we certify the applicant has achieved a satisfactory record of scholastic achievement.

\_\_\_\_\_  
Chapter Advisor Signature\_\_\_\_\_  
Superintendent or Principal Signature  
(indicate which)

The information contained in this application has been substantiated by an actual visit to the site of the applicant's supervised agricultural experience program.

\_\_\_\_\_  
Employer Signature (if applicable)\_\_\_\_\_  
State Supervisor, Ag Ed, Signature

**NOTICE:** This application will not be returned by the National FFA Organization. Please make a copy for your records.

**DO NOT ALTER APPLICATION IN ANY WAY or APPLICATION IS SUBJECT TO DISQUALIFICATION!**

**National FFA Organization**

Our House Enterprises

(CA 552486185)

2/23/2011

## I. Performance Review

## SHEEP PRODUCTION

### A. Getting Started in this activity:

(15)

1. Briefly describe your SAE as it is related to this proficiency area. Describe how you started in this proficiency area. What interested and motivated you to begin?

I have been closely connected and involved in the livestock industry my entire life. Since my parents and grandparents have raised and shown sheep for years, it was only natural that I follow in their footsteps. Though I started my career in the sheep industry with one ewe, my SAE has steadily progressed to the 32 whether dam ewes I presently own. From these 32 ewes, I produce market lambs that I show and sell to other FFA and 4-H members across the state. In an effort to constantly improve my flock through selective breeding, these ewes provide me with the next generation of breeding stock for future projects. I evaluate my ewes every year by selecting the best replacement ewes and culling under-producers. I then breed my ewes to two whether sires I own. I plan to continue increasing the size of my ewe base until I have 45 ewes. I have been fortunate enough to enjoy success at many of the large fairs and jackpot shows around the state of California. The competition of winning more prestigious shows has motivated me to continue improving the genetic predictability and phenotypic strength of my flock while at the same time striving to increase my numbers.

2. When you were planning your supervised agricultural experience in this proficiency area, what 2 or 3 goals and objectives did you plan to achieve at this point in your development?

**Goal #1:** Build a flock to produce quality show lambs to exhibit myself and to sell to other youth livestock exhibitors to show.

**Goal #2:** Become associated with the National Animal Identification System (NAIS) by having my own flock ID under the Scrapie Tag Program.

**Goal #3:** Increase profit margins of operation by selecting sire for higher quality market lamb production, thus increasing sale price of project animals.

### B. Progress:

1. Describe any special advantages or disadvantages that had a major impact on your achievements in your supervised agricultural experience program.

The major **advantage** I have had is the expertise and experience of breeding, raising, and showing sheep that my grandfather has passed down to me. I have become an excellent showman and have won numerous showmanship and round robin contests throughout the state. My grandfather spends many hours pushing me to win and do well, and without him I can safely say I would not be as successful as I have been.

A **disadvantage** I have faced in dealing with my SAE is the growth of my operation conflicting with my educational goals. Since I am attending college in Oklahoma, managing my project has been difficult the last part of 2010. But, through strong communication efforts, I have been able to maintain effective management of my flock and still market my lambs adequately. I have had to put the growth of my operation on hold until I finish college.

## I. Performance Review

(continued)

SHEEP PRODUCTION

### B. Progress (continued)

2. Explain how resources such as livestock, land, buildings, equipment, machinery, supplies and labor are obtained and utilized in this proficiency area.

Living right down the street from my grandparents has been a huge resource since it allows me to keep my projects there for no cost and I always have their expertise to help me along the way. I have been able to trade work on the ranch for the **facilities and land** use. This past year I was able to purchase some of my grandfather's best ewes when he decided to scale back. Also, I have an uncle who judges many regional, state, and national shows all around the country. He has passed down his knowledge to me and now I can evaluate and select sheep to improve my flock. I assist with the **vaccination** of my grandfather's sheep as well as facilities clean-up, and shearing to help pay rent for the facilities. During **lambing** season, we help each other out, as I have school and my granddad works. I purchase any necessary **medical supplies, feed, and equipment** needed to manage my flock. I am able to cut some costs on certain pieces of **machinery and supplies** such as clipper blades and vaccines, as my granddad and I can often share these so we split the cost.

3. Describe your marketing and/or merchandising plans for this proficiency award area.

I market my club lambs several ways. One is by placing **advertisements** in the **Pacific Showcase magazine** with my contact information, **showing** at numerous fairs and jackpots shows all around the state, and most importantly by taking care of my repeat customers. When putting an ad in the magazine, I show off what sires I have used and some pictures of the lamb crop. Using the magazine I generate interest from new customers. When showing at fairs it helps me **advertise** what I have to offer as a breeder. I have always shown my own market and breeding sheep and been very successful with it. This success is my best marketing tool for new buyers. With my **customers**, I always make it a point to keep in contact with them and answer any questions they may have. I offer my services to all my customers in preparing their lambs for show. This **personal interest and follow-up** has been my best marketing tool to keep demand high for my lambs from **repeat customers**.

### C. Analysis/Evaluation of Program

1. Describe your level of achievement and progress towards your goals (such as skills, scope, etc.) in this award area as related to the goals and objectives described on page 2, question 2.

**Goal #1:** I have been able to increase my flock to 32 ewes. My life long goal of 45 ewes is currently on hold as I complete my post-secondary education.

**Goal #2:** In 2010 I became registered with the National Animal Identification System and obtained my own flock ID number for the Scrapie Tag Program.

**Goal #3:** In 2010 I was unable to fill all of my potential customers orders as I did not have enough lambs to meet the demand. Through sire selection, I have been able to increase the value of my lamb crop thus generating greater buyer interest.

2. Describe the personal goals, educational goals, and career goals you would like to achieve in the next ten years.

**Personal Goals:** I wish to continue growing and expanding my flock and establish myself as a premier club lamb breeder on the central coast.

**Educational Goals:** I am currently a freshman at Oklahoma State University where I am majoring in Agriculture Communications.

**Career Goals:** Upon graduation, I wish to continue growing and expanding my flock as well as pursue a career in agriculture education.

## D. Skills, Competencies, and Knowledge (List your BEST 10)

1. List the major skills, competencies and knowledge (e.g. marketing, safety, personal skills development) that best describe what you gained technically and personally from this proficiency area. How do you think these skills, competencies, and knowledge contributed to your success in this award area?

Skills, Competencies, and Knowledge	Contributions to Success
<ol style="list-style-type: none"> <li>1. <b><u>Marketing:</u></b> Private treaty sales, magazines, Internet, online sales, word of mouth, and showing.</li> <li>2. <b><u>Estrus Synchronization:</u></b> CIDR (progesterone implant), GnRH, CIDR gun, soap bucket, syringes, and needles.</li> <li>3. <b><u>Record Keeping:</u></b> Breeding calendars, breeding dates, marking harnesses, and paint.</li> <li>4. <b><u>Wool Fungus:</u></b> Antibacterial soap, shear times, and preventative cleaning.</li> <li>5. <b><u>Lambing Jails:</u></b> Portable panels, straw, watering containers, and creep feeders.</li> <li>6. <b><u>Tractor Use:</u></b> Tractor and implements.</li> <li>7. <b><u>Flock Health:</u></b> Needles, syringes, CD&amp;T, Bo-SE, Decox, and dewormer.</li> <li>8. <b><u>Feed Additives:</u></b> Clean Expression, Shine 'em Up, Original Glow, High Glow, and Full Bloom</li> <li>9. <b><u>Pasture Management:</u></b> Tractor, brassica seed, forage seed, and rotation system.</li> <li>10. <b><u>Sire Selection:</u></b> Genetic Records, on ground lamb crop.</li> </ol>	<ol style="list-style-type: none"> <li>1. Marketing my sheep on the Central Coast has given me the opportunity to establish a reputation as a reliable breeder for project animals.</li> <li>2. Synchronizing ewes is the easiest way to guarantee breeding in time for local fairs and shows. I have increased my quantity of lambs born in November by 20% by synchronizing my ewes.</li> <li>3. Record keeping allows me to be more accurate in my project. Ensuring when ewes are bred and which ones are not settling helps with selection and cull techniques for the following year.</li> <li>4. by using an antibacterial soap and managing shearing times and procedures, I have been able to eliminate the incidence of wool fungus in my show string.</li> <li>5. By using lambing jails I have increased my lamb survival rate to just under 100%. The jails prevent the lambs from being trampled on by other ewes and give them a head start on grain with creep feeders.</li> <li>6. Prior to using the tractor, cleaning was done by hand. The tractor vastly increased my efficiency in being able to keep facilities clean and orderly.</li> <li>7. Proper vaccination schedules and health precautions help maintain the flock. Using proper veterinary medicines has increased my 60 day weaning weight by 15%.</li> <li>8. By increasing my usage of High Noon feed additives and top dresses, I have seen an improved quality in my show lambs resulting in several champions and jackpot winners.</li> <li>9. Supplementing pasture with the planting of brassica and forage seed and using a rotational system increased my amount of time using the pasture by 5 weeks this past year.</li> <li>10. Correct sire selection greatly adds to my project as I am able to improve my lambs phenotypically. I am able to choose sire to produce project lambs or to enhance the abilities of my replacement females.</li> </ol>



## II. Inventory Related to: SHEEP PRODUCTION

(Applicant's Share)

(10)

	Quantity		Quantity	
<b>1. Current/Operating Inventory</b>				
a. Candidate's investment in harvested & growing crops				
b. Candidate's investment in feed, seed, fertilizer chemicals, supplies & other current/operating assets				
c. Candidate's investment in merchandise, crops and livestock purchased for resale.				
d. Candidate's investment in raised market livestock and poultry	1	\$500	13	\$3,250
<b>2. Total Current/Operating Inventory</b> (a+c+d)	XXXXXXXX	\$500 <sup>(1)</sup>	XXXXXXXX	\$3,250 <sup>(2)</sup>
<b>3. Non-Current/Capital Non-Depreciable Property</b>				
a. Candidate's investment in non-depreciable draft, pleasure and breeding livestock & poultry	11	\$2,750	14	\$4,250
b. Candidate's investment in land				
c. Total Non-Current/Capital Non-Depreciable Inventory	XXXXXXXX	\$2,750 <sup>(3)</sup>	XXXXXXXX	\$4,250 <sup>(4)</sup>
<b>4. Non-Current/Capital Depreciable Inventory</b>				
a. Candidate's investment in depreciable draft, pleasure and breeding livestock			22	\$2,545
b. Candidate's investment in machinery, equipment & fixtures	4	\$521	4	\$301
c. Candidate's investment in depreciable land improvements, buildings and fences				
d. Total Non-Current/Capital Depreciable Inventory (a+b+c)		\$521 <sup>(5)</sup>		\$2,846 <sup>(6)</sup>
<b>5. Total Non-Current/Capital Inventory</b> (3c+4d)	XXXXXXXX	\$3,271 <sup>(7)</sup>	XXXXXXXX	\$7,096 <sup>(8)</sup>


## III. Schedule of Liabilities Related to: SHEEP PRODUCTION

(5)

<b>Current/Operating Liabilities</b>			
(a) Total accounts and notes payable	<sup>(9)</sup>		<sup>(10)</sup>
(b) Total Current portion of non-current debt	<sup>(11)</sup>		<sup>(12)</sup>
<b>(c) Total Current Liabilities</b> (a + b)	\$0 <sup>(13)</sup>		\$0 <sup>(14)</sup>
<b>Non-Current/Capital Liabilities</b>			
(d) Total notes & chattel mortgages	<sup>(15)</sup>		<sup>(16)</sup>
(e) Total real estate mortgages/contracts	<sup>(17)</sup>		<sup>(18)</sup>
<b>(f) Total Non-Current Liabilities</b> (d + e)	\$0 <sup>(19)</sup>		\$0 <sup>(20)</sup>

\* Transfer values for #(1) - (20) to corresponding number on page 7

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 Our House Enterprises

**National FFA Organization**  
(CA 552486185) 2/23/2011

#### IV. Scope Related To:

SHEEP PRODUCTION

(Applicant's Share)

(5)

YEAR	2007	2008	2009
KIND OF ENTERPRISE	Breeding Ewes	Breeding Ewes	Breeding Ewes
SIZE OF ENTERPRISE	12 Head	18 Head	28 Head
KIND OF ENTERPRISE	Project Lambs	Wether Sires	Wether Sires
SIZE OF ENTERPRISE	8 Head	1 Head	2 Head
KIND OF ENTERPRISE		Project Lambs	Project Lambs
SIZE OF ENTERPRISE		6 Head	9 Head
KIND OF ENTERPRISE			
SIZE OF ENTERPRISE			
KIND OF ENTERPRISE			
SIZE OF ENTERPRISE			

#### V. Income and Expense

(Applicant's Share)

(15)

#### Summary Related To:

SHEEP PRODUCTION

Year	2007	2008	2009
<b>1. Current/Operating Income</b>			
a. Closing Current/ Operating Inventory	\$1,600	\$1,500	\$2,540
b. Beginning Current/ Operating Inventory	\$500	\$1,600	\$1,500
c. Change in Current/ Operating Inventory (a minus b)	\$1,100	(\$100)	\$1,040
d. Cash Sales	\$6,579	\$4,375	\$15,350
e. Value of Products Used at Home			
f. Value of Production Transferred or Bartered			
g. Value of Ag Labor Exchanged for Non-Cash Operating Expenses			
<b>h. Total Current/Operating Income (c-g)</b>	<b>\$7,679</b>	<b>\$4,275</b>	<b>\$16,390</b>
<b>2. Current/Operating Expenses</b>			
a. Current/ Operating Inventory Purchased			
b. Cash Current/ Operating Expenses-Feed	\$1,556	\$2,040	\$3,832
c. Non-Cash Current/ Operating Expenses-Feed			
d. Cash Current/ Operating Expenses-Other	\$229	\$50	\$710
e. Non-Cash Current/ Operating Expenses-Other			
<b>f. Total Current/ Operating Expenses (add a thru e)</b>	<b>\$1,785</b>	<b>\$2,090</b>	<b>\$4,542</b>
<b>3. Net Current/Operating Income (1h minus 2f)</b>	<b>\$5,894</b>	<b>\$2,185</b>	<b>\$11,848</b>
<b>4. Non-Current/Capital Transactions</b>			
a. Closing Non-Current/Capital Inventory	\$3,351	\$4,646	\$6,991
b. Non-Current/Capital Sales			
c. Beginning Non-Current/Capital Inventory	\$3,271	\$3,351	\$4,646
d. Non-Current/Capital Purchases	\$150		
e. Net Capital Transactions (a+b minus c minus d)	(\$70)	\$1,295	\$2,345
<b>5. RETURN TO CAPITAL, LABOR &amp; MGMT (3+4e)</b>	<b>\$5,824</b>	<b>\$3,480</b>	<b>\$14,193</b>
<b>6. TOTAL RETURN TO CAPITAL, LABOR &amp; MGMT (5A+5B+5C+5D+5E+5F)</b>	XXXXXXXXXX	(Years 1- 3)	\$23,497
	XXXXXXXXXX	(5A+5B+5C ONLY)	

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National FFA Organization

#### IV. Scope Related To:

SHEEP PRODUCTION

(Applicant's Share)

(5)

YEAR	2010	2011	2012
KIND OF ENTERPRISE	Breeding Ewes		
SIZE OF ENTERPRISE	35 Head		
KIND OF ENTERPRISE	Wether Sires		
SIZE OF ENTERPRISE	2 Head		
KIND OF ENTERPRISE	Project Lambs		
SIZE OF ENTERPRISE	13 Head		
KIND OF ENTERPRISE			
SIZE OF ENTERPRISE			
KIND OF ENTERPRISE			
SIZE OF ENTERPRISE			

#### V. Income and Expense

(Applicant's Share) (continued)

(15)

#### Summary Related To:

SHEEP PRODUCTION

	X		
Year	2010	2011	2012
<b>1. Current/Operating Income</b>			
a. Closing Current/ Operating Inventory	\$3,250	\$0	\$0
b. Beginning Current/ Operating Inventory	\$2,540	\$0	\$0
c. Change in Current/ Operating Inventory (a minus b)	\$710	\$0	\$0
d. Cash Sales	\$15,625		
e. Value of Products Used at Home			
f. Value of Production Transferred or Bartered			
g. Value of Ag Labor Exchanged for Non-Cash Operating Expenses			
<b>h. Total Current/Operating Income (c-g)</b>	<b>\$16,335</b>	<b>\$0</b>	<b>\$0</b>
<b>2. Current/Operating Expenses</b>			
a. Current/ Operating Inventory Purchased			
b. Cash Current/ Operating Expenses-Feed	\$1,931		
c. Non-Cash Current/ Operating Expenses-Feed			
d. Cash Current/ Operating Expenses-Other	\$18		
e. Non-Cash Current/ Operating Expenses-Other			
<b>f. Total Current/ Operating Expenses (add a thru e)</b>	<b>\$1,949</b>	<b>\$0</b>	<b>\$0</b>
<b>3. Net Current/Operating Income (1h minus 2f)</b>	<b>\$14,386</b>	<b>\$0</b>	<b>\$0</b>
<b>4. Non-Current/Capital Transactions</b>			
a. Closing Non-Current/Capital Inventory	\$7,096		
b. Non-Current/Capital Sales			
c. Beginning Non-Current/Capital Inventory	\$6,991	\$0	\$0
d. Non-Current/Capital Purchases			
e. Net Capital Transactions (a+b minus c minus d)	\$105	\$0	\$0
<b>5. RETURN TO CAPITAL, LABOR &amp; MGMT (3+4e)</b>	<b>\$14,491</b>	<b>\$0</b>	<b>\$0</b>
<b>6. TOTAL RETURN TO CAPITAL, LABOR &amp; MGMT (5A+5B+5C+5D+5E+5F)</b>	XXXXXXXXXX	XXXXXXXXXX	\$37,988
	XXXXXXXXXX	(Years 1 - 6)	

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National FFA Organization

## VI. Applicants Financial Balance Sheet Statement

SHEEP PRODUCTION

(5)

	Beginning Value of First Year (SAE)		Ending of Last Complete Year	
	Related to Proficiency (A)	Total (B)	Related to Proficiency (C)	Total (D)
<b>1. Current/Operating Assets</b>				
a. Cash on-hand, checking and savings	\$2,500	\$2,500	\$30,313	\$30,313
b. Cash value - bonds, stocks, life insurance				
c. Notes & accounts receivable				
d. Current/Operating Inventory	\$500 <sup>(1)</sup>	\$500	\$3,250 <sup>(2)</sup>	\$3,250
<b>e. Total Current/Operating Assets (a+b+c+d)</b>	\$3,000	\$3,000	\$33,563	\$33,563
<b>2. NON-CURRENT/CAPITAL ASSETS</b>				
a. Non-depreciable inventory (including land)	\$2,750 <sup>(3)</sup>	\$2,750	\$4,250 <sup>(4)</sup>	\$4,250
b. Depreciable inventory (Includes purchased of breeding stock)	\$521 <sup>(5)</sup>	\$521	\$2,846 <sup>(6)</sup>	\$2,846
<b>c. Total Non-Current/Capital Assets (a+b)</b>	\$3,271 <sup>(7)</sup>	\$3,271	\$7,096 <sup>(8)</sup>	\$7,096
<b>d. TOTAL ASSETS (1e+2c)</b>	\$6,271	\$6,271	\$40,659	\$40,659
<b>3. CURRENT/OPERATING LIABILITIES</b>				
a. Accounts & notes payable	\$0 <sup>(9)</sup>		\$0 <sup>(10)</sup>	
b. Current portion of non-current debt	\$0 <sup>(11)</sup>		\$0 <sup>(12)</sup>	
<b>c. Total Current/Operating Liabilities (a+b)</b>	\$0 <sup>(13)</sup>	\$0	\$0 <sup>(14)</sup>	\$0
<b>4. NON-CURRENT/CAPITAL LIABILITIES</b>				
a. Notes & chattel mortgages (total minus current portion)	\$0 <sup>(15)</sup>		\$0 <sup>(16)</sup>	
b. Real estate mortgages/contracts (total minus current portion)	\$0 <sup>(17)</sup>		\$0 <sup>(18)</sup>	
<b>c. Total Non-Current/Capital Liabilities (a + b)</b>	\$0 <sup>(19)</sup>	\$0	\$0 <sup>(20)</sup>	\$0
<b>d. TOTAL LIABILITIES (3c+4c)</b>	\$0	\$0	\$0	\$0
<b>5. OWNER'S EQUITY/NET WORTH (2d minus 4d)</b>	\$6,271	\$6,271	\$40,659	\$40,659
<b>6. GAIN OR LOSS IN OWNER'S EQUITY</b>	XXXXXX	XXXXXX	\$34,388 <sup>(21)</sup>	\$34,388 <sup>(22)</sup>
<b>7. WORKING CAPITAL (1e minus 3c)</b> (Current Assets minus Current Liabilities)	\$3,000	\$3,000	\$33,563	\$33,563
<b>8. CURRENT RATIO (1e divided by 3c)</b> (Current Assets divided by Current Liabilities)	\$3,000 / to \$1	\$3,000 / to \$1	\$33,563 / to \$1	\$33,563 / to \$1
<b>9. DEBT-TO-EQUITY RATIO (4d divided by 5)</b> (Total liabilities divided by owners equity)	\$0.00 / to \$1	\$0.00 / to \$1	\$0.00 / to \$1	\$0.00 / to \$1

\* For # (1)-(20) values are transferred from corresponding numbers on page 5.

(21) Line 5, Column (C) minus Line 5, Column (A)

(22) Line 5, Column (D) minus Line 5, Column (B)

## VII. Efficiencies Attained (refer to Appendix I, II of Proficiency Award Handbook):

(5)

Efficiency Factor	Year	Level Achievement	Describe how this factor was used to manage this enterprise
Lambing Percentage	2007 2010	160% 195%	By using estrus synchronization and feeding high quality feed, I can increase my lambing percentages
Average Daily Gain for lambs weaning to 80 pounds	2007 2010	.52 lbs/day .59 lbs/day	This determines how lambs are performing post weaning. Additionally, it helps me manage lambing times for producing lambs in time for specific fairs and shows.
Average number of animals on hand for year	2006 2010	12 head 49 head	I have increased my numbers by over 400% since starting my sheep production SAE. Slowly, I have been able to build up the size of my flock.

DO NOT ALTER APPLICATION IN ANY WAY or APPLICATION IS SUBJECT TO DISQUALIFICATION!

National FFA Organization

Our House Enterprises

(CA 552486185)

2/23/2011

**VIII. Non-Cash Income NOT Related to this Award Area**

Year	Source of Income	Amount Received
<b>TOTAL</b>		<b>\$0</b>

**IX. Earned Income NOT Related to this Award Area.**

Year	Source of Income	Amount Received
<b>TOTAL</b>		<b>\$0</b>

**X. Gifts, Inheritance and Other Non-Earned Income**

Year	Source of Income	Amount Received
<b>TOTAL</b>		<b>\$0</b>

**XI. Accounting for Change in Owner's Equity**

1. Total Return to Capital Labor & Management (Section V, Line 6, Column F)	\$37,988
2. Non-Cash Income <b><u>NOT</u></b> Related to the Award Area (Section VIII)	\$0
3. Earned Income <b><u>NOT</u></b> Related to this Award Area (Section IX)	\$0
4. Gifts, Inheritances and Other Non-Earned Income (Section X)	\$0
<b>5. Total Sources of Income (Section XI, 1+2+3+4)</b>	<b>\$37,988</b>
6. Withdrawals for Personal Living, Gifts, Income Taxes Educational Expenses and All Other Personal Expenditures <b>(Includes local, state &amp; federal income taxes and FICA)</b>	\$3,600
7. Maximum Possible Increase in Owner's Equity (Line 5 minus Line 6) *	\$34,388
8. Gain or Loss in Owner's Equity (Section VI, Line 6, Column D) *	\$34,388

\* Note Line 7 must be equal to or exceed Line 8.

**MET**

DO NOT ALTER APPLICATION IN ANY WAY or APPLICATION IS SUBJECT TO DISQUALIFICATION!

National FFA Organization

 Our House Enterprises

(CA 552486185)

2/23/2011

## VI. SUPPORTING DOCUMENTATION (continued)

### C. Supporting Pictures

Nolan Hildebrand

SHEEP PRODUCTION

### PHOTO # 1



Sometimes the ewe won't take the lamb after lambing, or the ewe has too many lambs to feed properly. In this case, I must take care of feeding the lamb. This **bummer lamb** was rejected by the ewe. When first born, **colostrum** is important to help the lamb build up immunity. This lamb is receiving colostrum to help it create antibodies to remain healthy. The lamb will continue to be fed a **milk replacer** every few hours until it is old enough to be put on **creep feed**.



## VI. SUPPORTING DOCUMENTATION (continued)

### C. Supporting Pictures

Nolan Hildebrand

SHEEP PRODUCTION

### PHOTO # 2



**Flock health** is very important in my operation. I expose all of my lambs to **Sore Mouth** when they are young. The Sore Mouth vaccine is a **modified live virus** which is scratched on the inside rear leg of the lamb. At a young age, the lamb will get a mild case of Sore Mouth and build up an immunity to the disease to prevent future outbreaks. Working with the Sore Mouth vaccine requires great care so that you do not accidentally inoculate yourself with the virus. Other items I vaccinate for include **Clostridium perfringens Type C**, **Clostridium perfringens Type D**, and **Clostridium tetani**.

## VI. SUPPORTING DOCUMENTATION (continued)

### C. Supporting Pictures

Nolan Hildebrand

SHEEP PRODUCTION

### PHOTO # 3



**Livestock identification** is very important. Here, I am tagging a lamb to easier identify it. My **method for identification** is that the first number on the tag represents the year and the next two digits equal the lamb number. For example, the first lamb born in 2011 would be number 101. The 5th lamb born in 2008 would have been 805. All tags are inserted into the **lamb's right ear** and special care is considered to make sure the tag front is facing towards the front of the lamb. I use an **antiseptic** solution to clean off the tagger between lambs to prevent infection.



## VI. SUPPORTING DOCUMENTATION (continued)

### C. Supporting Pictures

Nolan Hildebrand

SHEEP PRODUCTION

### PHOTO # 4



**Record keeping** is important to ensure that I know what lambs each ewe had, birthdate, vaccinations, weights, and any problems the ewe or lambs had. I also record when ewes are bred and to which ram. My **ear tagging identification** comes in handy when keeping records as each ewe can be carefully monitored and I know exactly how old she is by the ear tag. I am able to **monitor prolificacy** of females and make **selecting replacement females** and **culling non-productive females** easier by having accurate records.

## VI. SUPPORTING DOCUMENTATION (continued)

### C. Supporting Pictures

Nolan Hildebrand

SHEEP PRODUCTION

#### PHOTO # 5



**Docking** and **castrating** lambs is done early on. When a lamb is first born, I make sure it gets colostrum milk either from nursing on the ewe, or if the lamb is weak I will tube the lamb. I also **dip the navel** in iodine to prevent infections and give them a shot of baby lamb strength. At **two days** of age I put elastrator bands on the tail. In **compliance with tail docking rules** in the state of California, I make sure to leave enough of a tail so the dock will be liftable, thus ensuring project lambs will pass veterinary checks at fairs and shows. I usually castrate with elastrator bands at **4 weeks** of age.

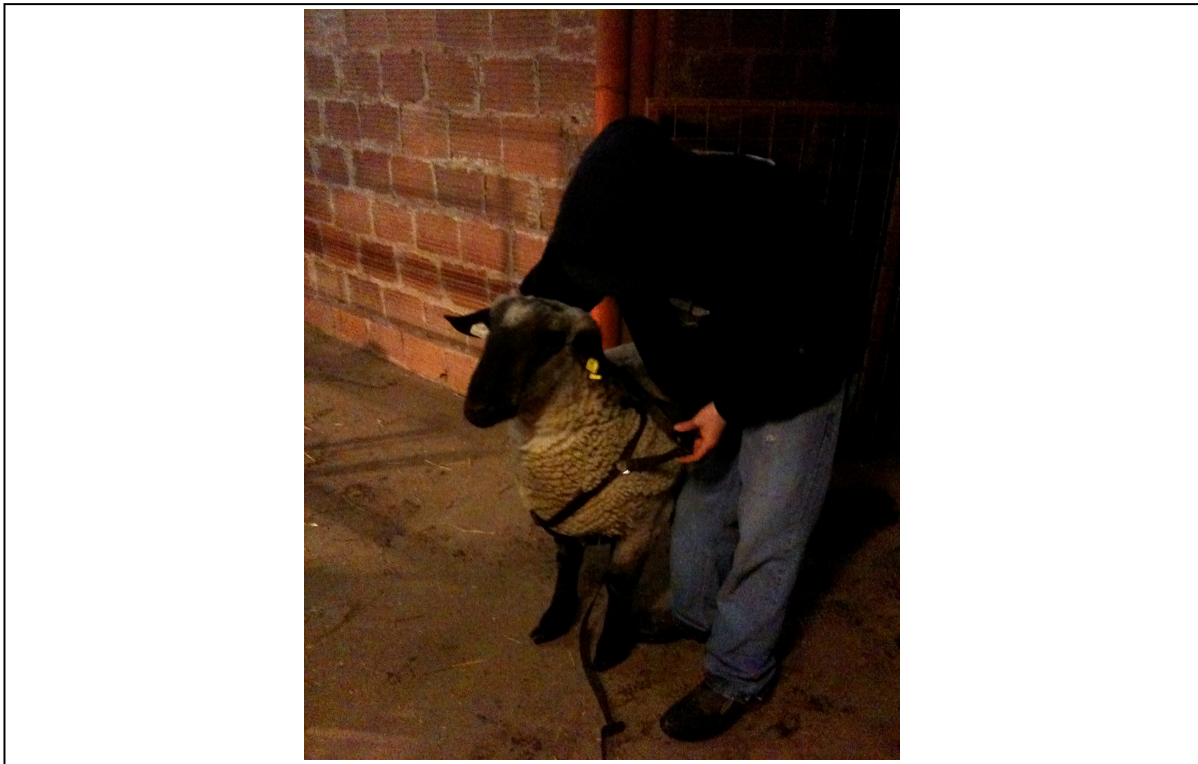
## VI. SUPPORTING DOCUMENTATION (continued)

### C. Supporting Pictures

Nolan Hildebrand

SHEEP PRODUCTION

### PHOTO # 6



An important reproductive component of my sheep operation is **monitoring estrus** in ewes and determining time of breeding. I place a **marking harness** on my ram. The color ink is changed every 2 weeks so I can tell which ewes were bred on which cycle. This helps me maximize the reproductive efficiency of my flock and better monitor **lambling times**. It also shows me if my ram is being efficient and helps me monitor his **libido**.

# **Templeton High School Agriculture Department**



## **Board SOEP Policy**

SOEP is fully recognized by the school board as a co-curricular component of the program. Student work on SOEP accounts for 10 percent of their course grade for all agriculture classes. Each agriculture student must work 10 hours in excess of class time on an agriculture related project and submit an official FFA Record Book to account for this time.

## **INSTRUCTION**

### **Extracurricular and Co-Curricular Activities**

**T.U.S.D.  
AR 6145**

Extracurricular activities are those programs that have all of the following characteristics: (Education Code 35160.5)

1. The program is supervised or financed by the school district.
2. Students participating in the program represent the school district.
3. Students exercise some degree of freedom in either the selection, planning or control of the program.
4. The program includes both preparation for performance and performance before an audience or spectators.

Extracurricular activities are not part of the regular school curriculum, are not graded, do not offer credit and do not take place during classroom time. (Education Code 35160.5)

Co-curricular activities are programs that may be associated with the curriculum in a regular classroom. (Education Code 35160.5)

An activity is not an extracurricular or co-curricular activity if either of the following conditions applies: (Education Code 35160.5)

1. It is a teacher graded or required program or activity for a course which satisfies the entrance requirements for admission to the California State University or the University of California.
2. It is a program that has as its primary goal the improvement of academic or educational achievement of students.

A comparable alternative assignment will be provided for any student determined to be ineligible to participate in a graded co-curricular activity, such as a field trip.

## **DETERMINING ELIGIBILITY**

To be eligible to participate in extracurricular and co-curricular activities, students in grades 7 through 12 must demonstrate satisfactory educational progress in the previous grading period. "Satisfactory educational progress" is defined as:

- A. Maintenance of minimum passing grades, which is defined as at least a 2.0 grade point average in all enrolled courses on a 4.0 scale with no "F's".

**INSTRUCTION**  
**Extracurricular and Co-Curricular Activities**

**T.U.S.D.**  
**AR 6145**

- B. Maintenance of minimum progress toward meeting the high school graduation requirements prescribed by the governing board.

The grade point average used to determine eligibility shall be submitted to the teacher/advisor in advance and shall be based on the student's grades two weeks prior to the activity/event.

When a student becomes ineligible to participate in the upcoming school year, or when he/she is subject to probation as described later in this regulation, the principal or designee shall provide written notice to the student and his/her parents/guardians. The principal shall also consult with the student's teacher(s) in deciding on a program of remediation to improve the student's academic progress.

(cf. 6146.1 - High School Graduation Requirements)  
(cf. 6162.52 – High School Exit Examination)  
(cf. 6164.5 – Student Success Teams)  
(cf. 6176 – Weekend/Saturday Classes)  
(cf. 6177 – Summer School)  
(cf. 6179 – Supplemental Instruction)

**ATHLETIC ELIGIBILITY**

Athletic grade checks will be conducted on the first Monday of every school month (or the first school day after if the Monday is a school holiday or a non-school day). The grade check calendar will be posted at the start of each school year listing the date and time of the grade checks. Student-athletes receiving an "F" or "U" on any grade check or semester report shall be ineligible for athletic participation until the Monday following the next grade check where the student-athlete has raised their grade to a "D" and/or citizenship to an "N."

For the purpose of determining athletic eligibility in a new sport season, a grade check will be conducted when the team roster is finalized and any student not meeting the requirements for participation shall be deemed ineligible the following Monday. (Education Code 35160.5)

**CITIZENSHIP ELIGIBILITY**

The Superintendent or designee may revoke a student's eligibility for participation in extracurricular and co-curricular activities when the student's poor citizenship is serious enough to warrant loss of this privilege.

(cf. 5144 – Discipline)

**INSTRUCTION**  
**Extracurricular and Co-Curricular Activities**

**T.U.S.D.**  
**AR 6145**

**PROBATIONARY PERIOD**

The Superintendent or designee may grant academically ineligible students a probationary period of not more than one grading period in grades 9 - 12. Students granted probationary eligibility must meet the required standards by the end of the probationary period in order to remain eligible for participation.

Students promoting to the high school who do not meet eligibility requirements shall be granted a probationary period through the first grade check in 9<sup>th</sup> grade, at which time they must be achieving satisfactory academic progress to continue to participate. (C.I.F. Bylaw 205 )

When a student becomes ineligible to participate in the upcoming school year, or when he/she is subject to probation, the principal or designee shall provide written notice to the student and his/her parents/guardians. The principal shall also consult with the student's teacher(s) in deciding on a program of remediation to improve the student's academic progress.

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## **INSTRUCTION**

### **Extracurricular and Co-curricular Activities**

**T.U.S.D.**

**BP 6145**

The Governing Board recognizes that extracurricular and co-curricular activities enrich the educational and social development and experiences of students. The district shall encourage and support student participation in extra- and co-curricular activities without compromising the integrity and purpose of the educational program.

No extracurricular or co-curricular program or activity shall be provided or conducted separately and no district student's participation in extra-curricular and co-curricular activities shall be required or refused based on the student's gender, sexual orientation, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability. Requirements for participation in extracurricular and co-curricular activities shall be limited to those that are essential to the success of the activity. (5 CCR 4925)

Any complaint regarding the district's extracurricular and co-curricular programs or activities shall be filed in accordance with BP/AR 1312.2 – Uniform Complaint Procedures.

(cf. 0410 – Nondiscrimination in District Programs and Activities)

(cf. 1312.3 – Uniform Complaint Procedures)

(cf. 5145.3 – Nondiscrimination/Harassment)

(cf. 5145.7 – Sexual Harassment)

No student shall be prohibited from participating in extracurricular and co-curricular activities related to the educational program because of inability to pay fees associated with the activity.

(cf. 3260 – Fees and Charges)

Extra/co-curricular activities shall be supervised by district employees whenever they are conducted under the name of the district.

(cf. 4127/4227/4327 - Temporary Athletic Team Coaches)

## **ELIGIBILITY REQUIREMENTS**

The Board desires to balance the academic needs of students with the benefits they receive from participating in school activities. In implementing this policy, the Superintendent or designee shall provide the necessary assistance to help ineligible students achieve the academic standards required by law.

(cf. 6164.5 - Student Success Teams)

(cf. 6177 – Summer School)

(cf. 6179 – Supplemental Instruction)



**INSTRUCTION**  
**Extracurricular and Co-curricular Activities**

**T.U.S.D.**  
**BP 6145**

**ANNUAL POLICY REVIEW**

The Board shall annually review this policy and implementing regulations.

**LEGAL REFERENCE:**

**EDUCATION CODE**

35145 Public meetings

35160.5 District policy rules and regulations; requirements; matters subject to regulation

35179 Interscholastic athletics; associations or consortia

48930-48938 Student organizations

**CODE OF REGULATIONS, TITLE 5**

350 Fees not permitted

4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance

5531 Supervision of extracurricular activities of pupils

**UNITED STATES CODE, TITLE 42**

2000h-2-2000h-6 Title IX, 1972 Education Act Amendments

**COURT DECISIONS**

Hartzell v. Connell, (1984) 35 Cal.3d 899

**Management Resources:**

**CDE LEGAL ADVISORIES**

001.90 Access to School-Related Activities and Events by Disabled Students, LO: 3-0

409.87 Requirements for Pupil Participation in Extracurricular and Co-curricular activities, AB 2613, CIL: 86/87-11

**WEB SITES**

California Association of Directors of Activities: <http://www.cada1.org>

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**INSTRUCTION**  
**Vocational Education**

**T.U.S.D.**  
**BP 6178**

The Governing Board affirms the importance of providing all students with quality vocational education experiences that teach life skills, demonstrate the value of work, and provide training that leads to entry-level employment. The Board views vocational education and academic education as complementary educational programs. Vocational courses should give students abundant opportunities to obtain or reinforce basic academic skills. Teachers should emphasize as often as possible the practical applications of academics to the working world.

The Board recognizes that vocational education is best presented in a well-articulated sequence of courses, with instruction first given in broad clusters of skills basic to similar occupations. A comprehensive vocational education includes research into various employment options, vocational counseling, establishment of career goals, and the development of job skills, good work attitudes and job hunting strategies.

Because the equipment used in business and industry changes rapidly, as do the skills needed to operate it, the Board especially desires that the district's vocational education program be updated regularly to reflect current vocational practices, changes in technology and labor market conditions.

(cf. 1700 - Relations Between Private Industry and the Schools)  
(cf. 3440 - Inventories)  
(cf. 6141 - Curriculum Development and Evaluation)

Equal access shall be provided to handicapped and disadvantaged individuals in recruitment, enrollment, and placement activities of the vocational education program. Equal access shall also be provided irrespective of student gender.

(cf. 0410 - Nondiscrimination)  
(cf. 1312.3 - Uniform Complaint Procedures)

The Board shall periodically compare the district's existing vocational curriculum, course content and course sequence with model state curriculum standards, in accordance with legal mandates. (Education Code 51226, 52376)

The Superintendent or designee shall establish procedures for the systematic review of district vocational education classes to determine the degree to which each class may offer an alternative means for completing and receiving credit for specific portions of the course of study prescribed by the district for high school graduation. The Superintendent or designee shall present the Board with evidence that enables the Board to ensure that these classes are equivalent in content and rigor to the courses prescribed for graduation. (Education Code 52376)

(cf. 6146.1 - High School Graduation Requirements/Standards of Proficiency)

**ADVISORY COMMITTEE**

The (Board/Superintendent) shall appoint a vocational education advisory committee as required

**INSTRUCTION**  
**Vocational Education**

**T.U.S.D.**  
**BP 6178**

by law to develop recommendations on the vocational education program and provide liaison between the district and potential employers. (Education Code 8070)

The Board expects that this advisory committee will provide staff with useful information about new technologies and the changing needs of community businesses.

(cf. 1220 - Citizen Advisory Committees)

**PARTICIPATION IN ROC/ROP**

The Board shall periodically review and assess the participation of 11th and 12th grade students in regional occupational centers and programs. Unless it is determined that no additional students would benefit from such participation, the Board shall prepare an annual plan to increase participation by these students. The plan shall be adopted at a public hearing or regular Board meeting. (Education Code 52304.1)

**LEGAL REFERENCE:**

**EDUCATION CODE**

8070 Appointment of vocational education advisory committee  
48430 Legislative intent; continuation education schools and classes  
51225.3 Requirements for graduation commencing with 1988-89 school year  
51226 Model curriculum standards  
51228 Graduation requirements; minimum standards; required curriculum; pupil demonstration of competence  
52300-52335.8 Regional occupational centers, especially  
52304.1 Review of participation in centers and programs  
52350-52355 Prevocational education  
52370-52376 High school vocational courses  
52450-52462 Agricultural Vocational Education  
52910-92911 Career Vocational Education and Training  
52980-52983 Pilot projects in applied academic areas & programs  
54728 Funds allocated pursuant to 52300-52335.8; use (under School-Based Motivation and Maintenance Program) for preparing individuals for employment  
54761 Calculation; base funding; deposit; use  
CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT  
Public Law 98-524, 204  
FEDERAL REGISTER  
Vol. 45, No. 92, 5/9/90, p. 30929  
Vol. 50, No. 159, 8/16/85, p. 3308

**Management Resources:**

**CDE LEGAL ADVISORIES**

125.09 Procedures for requesting guidance from the U.S. Department of Education

**CDE PROGRAM ADVISORIES**

1107.89 Implementation of new procedures for noncompliance

# **Templeton High School Agriculture Department**



## **Program of Work**

The Chapter Program of Work is planned by the Chapter Officers during the Summer Chapter Officer Retreat. It is the responsibility of the Chapter Vice President to compile and update the Program of Work. The Program of Work is then available electronically for chapter members, parents, and community members to view.

# Templeton FFA

Program  
of  
Activities



2010-2011

# RIDE THE WAVE!

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## **CHAPTER OFFICERS' MESSAGE**

The Officer team and I would like to welcome you to another fun filled and exciting year. We have developed goals that will build up the chapter and help you succeed in life. Whether it's showing animals, participating in public speaking events, or going to conferences, you will obtain knowledge, respect, friendships and memories that will last you a lifetime. Each of you will be given the opportunity to represent the Templeton FFA Chapter at the Sectional, Regional, State and National levels. I hope that each one of you will be apart of the FFA and strive to open your eyes to the many opportunities available in our National FFA Organization. We would like to invite you to come, "Ride the wave with Templeton FFA". So grab your board and jump in!

Sincerely,

Matt Parker  
2010-2011 Templeton FFA Chapter President

## ABOUT OUR OFFICERS



### **President-Matt Parker**

My name is Matt Parker and I am the Templeton FFA chapter President. This is my 2½ year as an officer and my 4<sup>th</sup> year as an FFA member. I have shown hogs at the CMSF for the past two years and I will be taking a heifer to the fair next year. In addition to showing animals, I have also been taking the CAD class for the past years. Outside of the FFA, I have also been on the tennis team my freshman and sophomore years and will also play in the tennis team this year. I look forward to my year of serving as the chapter president.



### **Vice President-Amy Hanks**

My name is Amy Hanks and I am the Templeton FFA chapter Vice President. I have been a very active member of the FFA for the past couple of years doing Opening and Closing, Creed Speaking, Livestock Judging, and other various activities. I raise a small flock of breeding sheep and competitively show lambs across the nation. I have also shown pigs, chickens, rabbits, and horses. I am looking forward to my time as a chapter officer.



### **Secretary-Lainey Reich**

My name is Lainey Reich and I am the Templeton FFA chapter Secretary. I have been living on a farm since I was born. For the past 8 years I have been raising and showing top quality Dutch rabbits and have won best of show at the CMSF, best Chocolate Dutch in SLO County, and many other awards. Also, for the past 6 years I have been showing dogs and pigs and showed my first goat at the 2009 Salinas Valley Fair. I enjoy riding quads, watching football games, going to the lake, and traveling. My dream is to go to Montana State University to pursue a career in Agriculture Education.



### **Reporter-Kayla Welcher**

My name is Kayla Welcher and I am the Templeton FFA chapter Reporter. I am a very active member of the FFA. I participate in livestock judging, prepared public speaking, and I am a proud member of Templeton's first vine pruning team. My SAE consists of raising market lambs and managing a small vegetable garden. I have shown lambs at the Mid State and Salinas Valley Fairs. I am furthering my leadership as the current SLO Section Vice President. In my spare time I like to go to the beach, ride my horses, and hang out with my friends. I am so happy to have the opportunity to help make this year the best!





### **Treasurer-Paige Veillette**

My name is Paige Veillette and I am the Templeton FFA chapter Treasurer. I am I second year officer and I have participated in Creed Speaking and I am the chair of the community service committee. I am excited to be giving back to the community this year after they have done so much for us. Outside of the FFA I also participate in soccer and volleyball. After high school I plan on going to Medical School to study in the nursing field, with a minor in Sign Language. I am looking forward to another year of service with the Templeton FFA.



### **Sentinel-Garrett Ballo**

My name is Garrett Ballo and I am the Templeton FFA chapter sentinel. I am a senior at Templeton High School and, this is my first year serving as an officer, but I have been in FFA since I was a freshman. This year I plan on helping out with all chapter fundraisers and attending as many leadership conferences as possible. When I am not helping out with FFA activities I will be playing football, practicing my welding and fabrication skills or spending time with my family. I hope to make this school year in the FFA exciting as well as successful.



### **Historian-Cierra LaRue**

My name is Cierra LaRue and I am the Templeton FFA chapter historian. I breed pigs, goats, and cattle. I also help manage my family's forest, and oversee logging. In addition I have my own responsibilities on our ranch. I spend most of my time with my livestock, horses, and playing soccer. I am looking forward to making this year a memorable experience for myself, fellow officer, and all of the members of the Templeton FFA Chapter.

## **ADVISOR BIOGRAPHIES**

### **Mr. Hildebrand**

A graduate of Cal Poly with a major in Agriculture Business and a Master's Degree in Agriculture Science, Mr. Hildebrand is a veteran teacher of sixteen years. Before THS, he taught at Morro Bay and San Luis Obispo High School. He will be teaching Welding and CAD I/II. He is also the beef cattle advisor and will be coaching the Welding CDE team this year.

### **Ms. Schroeder**

This is Miss Schroeder's second year teaching at Templeton High School. Miss Schroeder is a graduate from Cal Poly, SLO with a Bachelor's Degree in Agriculture Science. Miss Schroeder is teaching Introduction to Agriculture Mechanics, Wood Shop, Metal Shop, and ROP Construction. She is the advisor for sheep and rabbits. She is very excited to coach the Parliamentary Procedure Team, Horse Judging Team, Job Interview Contestants, and Specialty Animals CDE Teams. Miss Schroeder also likes to supervise a variety of SAE projects.

### **Ms. Thompson**

This is Ms. Thompson's first year at Templeton High School. She has a Bachelor's Degree in Animal Science from Texas Tech University and did her credential work at Cal Poly. Her courses at THS will include Floral Design, Introduction to Agriculture Science, Ornamental Horticulture, and Landscape Design. Ms. Thompson is the swine advisor and will be coaching the Livestock Judging, Vine Pruning, and Floral Design Teams as well as assisting her co-workers in training FFA Leadership Contest Speakers.

**TEMPLETON SCHOOL DISTRICT  
BOARD OF TRUSTEES**

David La Rue.....	President
Larry Miller.....	Member
Margo Mosher.....	Member
Jeanne Hunt.....	Clerk
Debbie Viborg.....	Member

**TEMPLETON HIGH SCHOOL  
ADMINISTRATION AND STAFF**

Tom Harrington.....	Principal
Erik Lewis.....	Vice Principal
Laura Clark.....	Site Secretary
Kat Elliott.....	Attendance Clerk
Susan Marple.....	ASB Clerk
Deborah Paskin.....	ROP Clerk

**TEMPLETON HIGH SCHOOL  
AGRICULTURE ADVISORY COMMITTEE**

The function of the Advisory Committee is to provide advice on the design, development, and operation of the Templeton High School Agriculture Department. Additionally, this committee provides support and evaluates the progress of the department. The Advisory Committee is comprised of representatives from the community, business industry, post-secondary educational institutions and parents.

John Wright -Chairperson  
Erin Thompson- Secretary

Kurt Bollinger  
Georgia Bollinger  
Bob Cummings  
Jerry Clark  
Gil Vasquez

## **TEMPLETON HIGH SCHOOL FFA SUPPORT CLUB**

The Templeton FFA Boosters is a group of parents, Templeton FFA alumni and community members who wish to support the FFA program. This group meets throughout the year to plan and carryout fundraising activities. The money raised by the FFA Boosters is used to support the students in the agriculture program throughout the year.

Bob Hanks ---President  
Kindra Parker---Vice President  
Fran Reich--- Secretary  
Sheila Delisle --- Treasurer

## **FUNDRAISERS/ACTIVITIES AND CHAIRPERSONS**

In accordance with the chapter's goals of getting members more involved, the officer team has developed a set of committees for each fundraiser/activity. These committees will help our chapter function more effectively and allow students to get more involved. Each fundraiser/activity will have a chairperson to oversee the fundraiser/activity and communicate with their assigned officer directly. Members will be encouraged to sign up in their Ag classes. To help with their decision, a list of the fundraiser/activity were provided.

BBQ: Olivia Alba  
Community Service: Paige Veillette  
Donkey Basketball: Kaley Hook  
Scrapbook: Cierra La Rue  
Thank You's: Anna Coulton  
Recruitment: Kelsey Corson  
Ag Info Day: Samantha Mackle  
FFA Week: Ali Einolander  
Display/Decorations: Dianna Dawson and Raeann Heiner

## **CHAPTER GOALS**

1. More involvement from other kids.
2. More lunch activities.
3. Become better leaders.
4. Become friends.
5. Communicate well with each other.

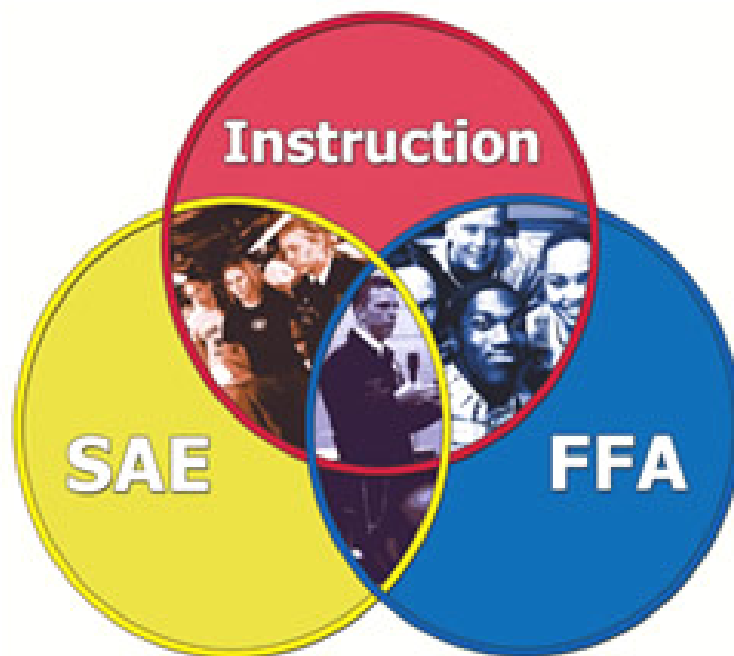
## INTRODUCTION TO THE FFA

The FFA is a national organization of, by, and for students studying agriculture in public secondary schools under the provision of the National Vocational Education Acts.

An integral part of the program of education in agriculture in the public schools system of America, the FFA has become well known in recent years. No National student organization enjoys greater freedom of self-government under adult council and guidance than the FFA. Organized in November of 1928, it has served to motivate and vitalize the instruction offered to students of agriculture and to provide further training in citizenship and agriculture business.

The FFA is a non-profit, non-political youth organization designed to take its place with other agents striving for the development of leadership, the advancement of agriculture technology, and improvement of agricultural life. The foundation upon which the FFA organization is molded includes leadership, service, thrift, scholarship, improved agriculture, organized recreation, citizenship and patriotism.

National Headquarters for the FFA are located in the Agriculture Education Branch of Health, Education, and Welfare, Washington D.C. The National FFA Convention is held annually in Louisville, Kentucky and the California Association holds its annual conference at the Fresno Convention Center each April.



## **MISSION AND STRATEGIES**

FFA makes a positive difference in the lives of students by developing their potential for **premier leadership, personal growth and career success** through agricultural education.

To accomplish this mission, FFA:












- Develops competent and assertive agricultural leadership.
- Increases awareness of the global and technological importance of agriculture and its contribution to our well-being.
- Strengthens the confidence of agriculture students in themselves and their work.
- Promotes the intelligent choice and establishment of an agricultural career.
- Encourages achievement in supervised agricultural experienced programs.
- Encourages wise management of economic, environmental and human resources of the community.
- Develops interpersonal skills in teamwork, communications, human relations and social interaction.
- Builds character and promotes citizenship, volunteerism and patriotism.
- Promotes cooperation and cooperative attitudes among all people.
- Promotes healthy lifestyle.
- Encourages excellence in scholarship.

### **The Agricultural Education Mission**

The mission of Agriculture Education is to prepare and support individuals for careers,  
build awareness and develop leadership for the food,  
Fiber and natural resource system.

## FFA CODE OF ETHICS

FFA members conduct themselves at all times to be a credit to their organization, chapter, school, community and family. As an FFA member, I pledge to:

-  Develop my potential for premier leadership, personal growth, and career success.
-  Make a positive difference in the lives of others.
-  Dress neatly and appropriately for the occasion.
-  Respect the rights of others and their property.
-  Be courteous, honest and fair with others.
-  Communicate in an appropriate, purposeful, and positive manner.
-  Demonstrate good sportsmanship by being modest in winning and generous in defeat.
-  Make myself aware of FFA programs and activities and be an active participant.
-  Conduct and value a supervised agricultural program.
-  Strive to establish and enhance my skill through agricultural education in order to enter a successful career.
-  Appreciate and promote diversity in our organization.

## FFA OFFICIAL DRESS

The uniform worn by FFA members at local, state, and national functions is called *official dress*. It provides identity and gives a distinctive and recognizable image to the organization.

Female members are to wear a black skirt, white blouse with official FFA blue scarf, black shoes and official jacket zipped to the top. Black slacks may be worn for traveling and outdoor activities such as judging contests and camping. Official dress for male members is black slacks, white shirt, official FFA tie, black shoes, black socks, and official jacket zipped to the top

## PROPER USE OF THE FFA JACKET

The FFA jacket is the most recognizable symbol of the organization. As a member, one of your responsibilities is to ensure its proper use. Specific guidelines are outlined below.

1. The jacket is to be worn only by members.
2. The jacket should be kept clean and neat.
3. The *back* of the jacket includes only: a large official FFA emblem, the name of the state association, and



the name of the local chapter, district, or area. The *front* of the jacket includes only a small official FFA emblem, the name of the individual, one office or honor, and the year of that office or honor.

4. The jacket should be worn on official occasions with the zipper fastened to the top. The collar should be turned down and the cuffs buttoned.
5. The jacket should be worn by members and officers on all official FFA occasions, as well as other occasions where the chapter or state association is represented. It may be worn to school and other appropriate places.
6. The jacket should only be worn to places that are appropriate for members to visit.
7. School letters and insignia of other organizations should not be attached to or worn on the jacket.
8. The emblems and lettering should be removed if the jacket is given or sold to a non-member.
9. A member should act professionally when wearing the official FFA jacket.
10. Members should refrain from use of tobacco and alcohol when underage and at all times when representing the FFA. In addition, members should exhibit their leadership qualities when they encounter substance including tobacco and alcohol and serve to discourage others from inappropriate behavior.
11. All chapter degree, officer and award medals should be worn beneath the name on the right side of the jacket, with exception that a single state FFA Degree charm or American FFA Degree key should be worn above the name or attached to a standard key chain. No more than three medals should be worn on the jacket. These should represent the highest degree earned, the highest office held and the highest award earned by the member.

## FFA EMBLEM

The National Emblem of the FFA is significant and meaningful in every detail. Used by members in all recognized units in the organization, it is made up of five symbols: the owl, the plow, and the rising sun, within the cross section of an ear of corn, which is surrounded or surmounted by the American eagle. Upon the face of the emblem appear the words, "Agricultural Education," and the letters, "FFA."

The **owl** is symbolic of wisdom and knowledge.

The **plow** is the symbol of labor and tillage of the soil.

The **rising sun** is emblematic of progress and the new day that will dawn when all farmers are trained and have learned to cooperate.

The **cross section of an ear of corn** represents common agricultural interests since corn is native to America and grown in every state.

The **eagle** is indicative of the national scope of the organization.

## FFA CREED



I believe in the future of agriculture, with a faith born not of words but of deeds – achievements won by the present and past generations of agriculturalists; in the promise of better days through better ways, even as the better things we now enjoy have come to us from the struggles of former years.

I believe that to live and work on a good farm, or to be engaged in other agricultural pursuits, is pleasant as well as challenging; for I know the joys and discomforts of agricultural life and hold an inborn fondness for those associations which, even in hours of discouragement, I cannot deny.

I believe in leadership from ourselves and respect from others. I believe in my own ability to work efficiently and think clearly, with such knowledge and skill as I can secure, and in the ability of progressive agriculturalists to serve our own and the public interest in producing and marketing the product of our toil.

I believe in less dependence on begging and more power in bargaining; in the life abundant and enough honest wealth to help make it so – for others as well as myself; in less need for charity and more of it when needed; in being happy myself and playing square with those whose happiness depends upon me.

I believe that American agriculture can and will hold true to the best traditions of our national life and that I can exert an influence in my home and community which will stand solid for my part in that inspiring task.

*The creed was written by E.M. Tiffany, and adopted at the 3<sup>rd</sup> National Convention of the FFA. It was revised at the 38<sup>th</sup> Convention and the 63<sup>rd</sup> Convention.*

## **FFA DEGREES**

There shall be four degrees of active membership based on individual achievement. These are the Greenhand FFA Degree, Chapter FFA Degree, State FFA Degree, and the American FFA Degree. The national organization shall set the minimum qualifications for each degree.

### **Greenhand FFA Degree**

To be eligible to receive the Greenhand FFA Degree from the chapter, the member must meet the following minimum qualifications:



1. Be enrolled in agricultural education and have satisfactory plans for a supervised agricultural experience program.
2. Learn to explain the FFA Creed, Motto, Salute and the FFA Mission Statement.
3. Describe and explain the meaning of the FFA emblem and colors.
4. Demonstrate knowledge of the FFA Code of Ethics and the proper use of the FFA jacket.
5. Demonstrate knowledge of the history of the organization, the chapter constitution and the bylaws, and the chapter Program of Activities.
6. Personally own or have access to the Official FFA Manual and the FFA Student Handbook.
7. Submit written application for the Greenhand FFA Degree.

### **Chapter FFA Degree**

To be eligible to receive the Chapter FFA Degree from the chapter, the member must meet the following qualifications:



1. Must have received the Greenhand FFA Degree.
2. Must have satisfactorily completed the equivalent of at least 180 hours of systematic school instruction in agricultural education at or above the ninth grade level, have in operation an approved supervised agriculture experience program, and be enrolled in an agricultural education course.
3. Have participated in the planning and conducting of at least three official functions in the chapter Program of Activities.
4. Have earned and productively invested at least \$150 by the members own efforts or worked at least forty-five hours in excess of scheduled class time, or a combination thereof, and have developed plans for continued growth and improvement in a supervised agriculture experience program.
5. Have effectively led a group discussion for 15 minutes.
6. Have demonstrated five procedures of parliamentary law.
7. Show progress toward individual achievement in the FFA awards program.
8. Have a satisfactory scholastic record.
9. Submit I completed Chapter Degree application

## **State FFA Degree**

To be eligible to receive the State FFA Degree from the state association, the member must meet the following minimum qualifications:



1. Have received the Chapter FFA Degree.
2. Have been an active FFA member for at least two years (24 months) at the time of receiving the State FFA Degree.
3. While in school, have completed the equivalent of at least two years (360 hours) of systematic school instruction in agricultural education at or above the ninth grade level, which includes a SAE program.
4. Have earned and productively invested at least \$1,000, or worked at least 300 hours in excess of scheduled class time, or a combination thereof, in a supervised agricultural experience program.
5. Demonstrate leadership ability by:
  - a. Performing 10 procedures of parliamentary law.
  - b. Giving a six-minute speech on a topic relating to agriculture or the FFA.
6. Serving as an officer, committee chairperson, or participating member of a chapter committee.
7. Have a satisfactory scholastic record as certified by the local agriculture educator and the principal or superintendent.
8. Have participated in at least five different FFA activities above the chapter level.

## **American FFA Degree**

To be eligible to receive the American FFA Degree from the National FFA Organization, the member must meet the following qualifications:



1. Have received the State FFA Degree, have been an active member for the past three years (36 months) and have a record of satisfactory participation in activities on the chapter and the state level.
2. Have satisfactorily completed the equivalent of at least three years (540 hours) of systematic secondary school instruction in an agricultural education program.
3. Have graduated from high school at least 12 months prior to the national convention at which the degree is to be granted.
4. Have in operation and have maintained records to substantiate an outstanding SAE program through which a member has exhibited comprehensive planning, managerial and financial expertise.
5. Have earned and productively invested at least \$7,500 or have earned and productively invested at least \$1,500 and worked 2,250 hours in excess of scheduled class time.
6. Have a record of outstanding leadership abilities and community involvement and have achieved a high school scholastic record of a "C" or better as certified by the principal or superintendent.

## **PROFICIENCY AWARD AREAS**

### **Agricultural Communications**

Typically includes programs in which students work at newspapers or other agricultural print facilities such as magazines to obtain training and practical experience in writing and publicizing in preparation for a writing or communications career. SAE programs may occur at radio or television stations, fair media rooms, or other businesses that require speaking skills and a knowledge of agriculture. This area includes any use of communication technology, such as web sites, aimed at communicating about agriculture.

### **Agricultural Mechanics Design and Fabrication**

Involves designing and constructing agricultural equipment, structural land improvements and/or structures. It also includes selecting structural materials and/or implementing plans that use concrete, plumbing, heating, ventilation, and/or air conditioning in agricultural settings.

### **Agricultural Mechanics Repair and Maintenance**

Involves adjusting, repairing, and maintaining agricultural power systems, which includes those that run by the way of mechanical, electrical, chemical, wind, solar, fluid, and/or water power.

### **Agricultural Mechanics Energy Systems (Agricultural Power)**

Involves adjusting, repairing and maintaining agricultural power systems, which includes those that run by the way of mechanical, electrical, chemical, wind, solar, fluid and/or water power.

### **Agricultural Processing**

Involves students who assemble, transport, process, fabricate, mix, package, and store food and nonfood agricultural products. Products may include the processing of meat, milk, honey, cheese, raisins and other dried fruits, maple syrup, and/or other food items. Nonfood products can include the processing of by-products such as meat, bone, fish and blood meal; tallow; compost; hides; wool and cotton. It can include the cubing and pelleting of forages, as well as producing birdseed and other pet foods. **Note:** the processing of forest products is no longer a part of this proficiency area.

### **Agriculture Sales Entrepreneurship/Placement**

Involves students who sell feed, seed, fertilizer or agricultural chemicals. Students can also own businesses that involve the sales of agricultural equipment, machinery, or structures. Activities can include the merchandising of crops, livestock, processed agricultural commodities, horticultural or forestry items at either the retail or wholesale level.

**Agricultural Services**

Involves students who work in services offered through agricultural enterprises that deal with custom equipment operation and maintenance, agricultural management and finance, agricultural education, animal breeding, custom baling, crop scouting, horseshoeing, taxidermy, animal hospitals, custom and contract feeding or other appropriate services.

**Beef Production Entrepreneurship/Placement**

Includes programs that use the best management practices available to produce and market beef efficiently.

**Dairy Production Entrepreneurship/Placement**

Involves programs that use the best management practices available to produce and market dairy cattle and dairy products efficiently.

**Diversified Agricultural Production**

Involves the use of the best management practices available to produce and market efficiently at least one livestock and at least one crop related proficiency.

**Diversified Crop Production Entrepreneurship/Placement**

Involves the use of the best management practices available to produce and market efficiently two or more crop related proficiency areas such as grain, fiber/oil, forage, specialty crop, non-horticultural vegetable or fruit production.

**Diversified Horticulture Entrepreneurship/Placement**

Typically involves producing, processing, and marketing plants used principally for ornamental or aesthetic purposes and fruits and vegetables traditionally related to horticulture. This diversified proficiency area encompasses a student SAE with at least two of the following areas: Floriculture; Nursery Operations; Landscape Management; Turf Grass Management; and Fruit and/or Vegetable Production – such as viticulture (grapes), pomology (fruit trees) and horticulture fruits and vegetable (not including fruit and vegetable row crops).

**Diversified Livestock Production Entrepreneurship/Placement**

Involves the use of the best management practices available to produce and market efficiently a combination of two or more livestock related proficiency areas such as beef, dairy, swine, equine, specialty animal, small animal, small animal production or poultry.

**Emerging Agricultural Technology**

Involves programs where students gain career experiences in new and emerging agricultural technologies such as agriscience, global positioning, biotechnology lab research, computers and others that are not covered by existing categories.

### **Environmental Sciences and Natural Resources Management**

Typically results in FFA members receiving practical experiences in the principles and practices of managing and/or improving the environment and natural resources. Activities can involve managing agricultural waste, recycling agriculture products, cleaning the environment, or serving in the conservation corps. This area can include multiple resource uses; wildlife surveys; erosion prevention practices; public relations and pollution education; land use that regulations that pertain to soil, water and air quality; as well as wetlands, shorelines and grasslands preservation.

### **Equine Science Entrepreneurship/Placement**

Typically provides insights into horse production, breeding, marketing, showing and other aspects of the equine industry. Programs can also include calf roping, barrel racing, rodeo, racing, riding lessons and therapeutic horseback riding if horses are owned and/or managed by a member.

### **Fiber Crop Production**

Involves the use of the best management practices available to produce a market efficiently fiber and/or oil crops such as cotton, sisal, hemp, soybeans, flax, mustard, canola, castor beans, sunflower, peanuts, dill, spearmint and safflower.

### **Floriculture**

Involves the use of the best management practices available to produce and market efficiently fresh and dried field or greenhouse flowers, foliage and related plant materials, including the arranging, packaging and marketing of these materials, for ornamental purposes.

### **Food Science and Technology**

Involves students who work for wages and/or experiences in applying microbiology, food biochemistry or food product research and development to improve taste, nutrition, quality and/or the value of food. Programs can include research, new product development, food testing, grading and inspecting.

### **Forage Production**

Involves the use of the best management practices available to produce and market efficiently forage crops such as non-grain sorghum, alfalfa, clover, brome grass, orchard grass, grain forages, corn or grass silages and pasture.

### **Forest Management and Products**

Involves the use of the best management practices available to conserve or increase the economic value of a forest and/or forest products through such practices a thinning, pruning, weeding, stand improvement, reforestation, insect and disease control, planting and harvesting. It can include experience with the Forest Service, Christmas tree farming, as well as making and selling cedar shakes, firewood and wood chips/mulch.

**Grain Production Entrepreneurship/Placement**

Involves the use of the best management practices available to produce and market efficiently grain crops such as corn, barley (including the malting types), millet, buckwheat, oats, grain sorghum, milo, wheat, rice and rye. (Grain production would not include any of the previously mentioned crops where its intended use is for forage.)

**Home and/or Community Development**

Typically involves improving and protecting the beauty of an area by using natural vegetation or commercial ornamental plants. This area can include activities to modernize a home for better health and comfort by installing or improving water and sanitary facilities, heating and air conditioning or labor saving devices. It can include community and betterment and development activities such as volunteerism to improve the community.

**Landscape Management**

Typically involves experiences of planting and maintaining plants and shrubs landscaping and outdoor beautification, installing sprinklers and improving recreational areas.

**Nursery Operations**

Typically provides students with job-entry experiences in areas such as shrubs, tree or other plant production for the purpose of transplanting or propagation. It can include water garden plants produced for sale.

**Outdoor Recreation**

Typically involves outdoor recreational activities as the primary land use. Some activities best suited to family use or as income-producing enterprises include vacation cabins and cottages, camping areas, fishing, hunting, shooting preserves, guide services, riding stables, vacation farms and guest ranches, natural scenic or historic areas and rodeo events where members do not own or manage horses.

**Pomology Production Entrepreneurship/Placement**

Involves the use of the best management practices to produce and market efficiently fruit crops such as stone, pome, and citrus fruits; pineapples; coconuts; berries; watermelon; grapes; nuts and all common fruits. (Pome fruits include apples, mayhaws and pears. Stone fruits include peaches, nectarines, plums, apricots, and cherries.)

**Poultry Production**

Involves the use of the best management practices available to produce and market efficiently domestic fowl such as duck, geese and guinea; chickens; as well as turkeys and their products.

**Sheep Production**

Involves the use of the best management practices available to produce and market sheep and wool efficiently.

**Small Animal Production and Care**

Involves the use of the best management practices available to manage, produce and/or market efficiently small pet animals such as rabbits (for pets), cats, dogs, mice, hedgehogs and guinea pigs. Programs can typically provide a service where students care for the well-being of pets. They can also include working at a pet shop or kennel, grooming or training dogs, as well as serving as a veterinary assistant or providing pet sitting service.

**Specialty Animal Production Entrepreneurship/Placement**

Involves the use of the best management practices available to manage, produce and market efficiently specialty animals covered by none of the existing award categories, including bees, goats, mules, donkeys, miniature horses, meat rabbits, mink, worms, ostriches, emus, alpacas or llamas. Placement experiences can involve working at zoo or at any specialty animal facility.

**Specialty Crop Production**

Involves the use of the best management practices available to produce and market efficiently crops covered by none of the existing award categories, including sugar beets, dry edible beans, gourds, tobacco, popcorn, Indian and other specialty corns, grass seed, herbs and spices, mushrooms, sugar cane, hops, sorghum cane, confectionary sunflowers or crop seed.

**Swine Production Entrepreneurship/Placement**

Involves the use of the best management practices available to produce and market swine efficiently.

**Turf Grass Management**

Typically involves the planting and maintaining of turf for outdoor beautification, owning a lawn mowing service, improving recreational areas, producing sod for sale and managing golf courses.

**Vegetable Production Entrepreneurship/Placement**

Involves the use of the best management practices available to produce and market efficiently crops such as beans, potatoes, pumpkins, sweet corn, tomatoes, onions, zucchini, hot peppers, as well as all canning and common garden vegetables.

**Viticulture Production Entrepreneurship/Placement**

Involves the use of the best management practices available to produce and market efficiently grapes and/or their by-products.

**Wildlife Production and Management Entrepreneurship/Placement**



Typically involves activities to improve the availability of fish and wildlife through practices such as trapping, stocking fish and wild game or those that develop new or improve existing land and water habitats for wildlife. This proficiency can include experiences with Fish and Wildlife Departments and Department of Natural Resources. Wildlife, and wild species of ducks, geese, quail and pheasants are eligible in this area if used as an income enterprise.

### **JUDGING TEAMS**

Throughout the year, members of the Templeton FFA Chapter participate in a variety of different judging teams. A judging team is an extension of the classroom and allows members to experience detailed instruction within a particular area of agriculture. In addition, participation in a judging team helps students develop leadership skills and allows them to be recognized for their achievements. The following teams are available for students to become involved in this year:

Best Informed Greenhand	Livestock Judging
Creed Speaking	Opening/Closing Ceremonies
Extemporaneous Public Speaking	Prepared Public Speaking
Job Interview	Welding
Ag Issues	Vine Pruning
Specialty Animal Judging	Floral Judging

### **CAREER DEVELOPMENT EVENT FIELD DAYS**

Active members participating in Career Development events can attend the following FFA Field Days

Arbuckle	Modesto Junior College
Cal Poly State Finals	Reedley Field Day
Chico State	UC Davis Field Day
Fresno State	MJC Field Day

### **COMMUNITY SERVICE ACTIVITIES**

In an effort to make a positive difference in the community, the Templeton FFA Chapter actively participates in a number of community service activities each year. These activities allow FFA members to get involved and make the Templeton community a better place to live and work. Some of these activities include the following:

Ag Info Day  
 Toys for Tots  
 Community Cleanup Day  
 Teddy Bear Drive

Million Can Challenge  
 Convalescent Home Visit  
 Cutting Horse Show  
 Clothe the Needy

## **FUNDRAISING ACTIVITIES**

The Templeton FFA Chapter is a non-profit, self-supporting organization. The money made from our various fundraising efforts is used to finance FFA events and activities throughout the year. Some of the main fundraising activities that we participate in are:

Cutting Horse Show  
 Donkey Basketball  
 Drive Thru BBQ

Plant Sales  
 Project Auction

## **2010-2011 FFA BUDGET**

<b>Monthly Meetings:</b>	<b>Expenses</b>	<b>Income</b>
<b>September-</b>		
Activities/Prizes	40	
<b>October-</b>		
Activities/Prizes	50	
Decorations	10	
Food	75	
<b>November-</b>		
Food	50	
Decorations	10	
<b>December-</b>		
Food	50	
Decorations	10	
Activity/Prizes	40	
<b>January-</b>		
Food	50	
Decorations	10	
Activities/Prizes	40	
<b>March-</b>		
Activities/Prizes	50	
Food	50	
<b>April-</b>		
Decorations	10	
Food	50	
Activities/Prizes	40	

May-		
Banquet	300	
<b>Total For Monthly Meetings:</b>	<b>\$935</b>	
<b>Events / Activities:</b>		
CMSF	40	
All Ag BBQ	600	
Ag Info Day	300	
FFA Week	500	
Ag Dept Clean Up Day	150	
8 <sup>th</sup> Grade Orientation	500	
End of the year reward trip	1,500	
Go for the Gold Games	100	
Farm Show	750	
<b>Total for Events/ Activities:</b>	<b>\$4,340</b>	
<b>Leadership:</b>		
CDE/Judging Team Support	1,500	
Summer Officer Retreat	1,500	
COLC	500	
Sectional Dues	85	
Greenhand Events	200	
State Conference	1000	
Greenhand Conference	600	300
BIG Jackets x6	500	
MFE/ALA	600	300
Public Speaking Competition	600	
Officer Sweatshirts/ Polo Shirts	500	
Banquet Awards	800	
FFA Regional Meeting	150	
Winter Officer Retreat	750	
Local Creed Contest	50	
Local Job Int./Public Speaking Contest	50	
<b>Total for Leadership:</b>	<b>\$9,485</b>	<b>600</b>
<b>Supplies:</b>		
Office supplies	200	
Scrapbook Supplies/Cricket	200	
Paper Products	200	
Cleaning Supplies	100	
Kitchen Supplies	1300	
<b>Total for Supplies:</b>	<b>\$2,000</b>	

**Fundraisers:**

Fireworks		1,500
September Drive-Thru BBQ	3,500	7,500
Enchiladas	3,500	7,500
March Drive-Thru BBQ	3,500	7,500
Donkey Basketball	1,700	3,400
Cutting Horse Show		600
Chapter T-Shirts	1,200	2,000
<b>Total for Fundraisers:</b>	<b>\$13,400</b>	<b>\$30,000</b>
 <b>2009-2010 Total:</b>	 <b>\$30,060</b>	 <b>\$30,600</b>
 <b>Income:</b>		 <b>\$30,600</b>
 <b>Expenses:</b>	 <b>\$30,060</b>	
 <b>Contingency:</b>		 <b>\$440</b>

## **TEMPLETON FFA CHAPTER OFFICER DUTIES**

### **PRESIDENT**

- Preside over meetings
- Help appoint committees and serve on them when needed
- Coordinates the activities of the chapter and evaluate the process of the POA (Program of Activities)
- Help coordinate the agenda for each chapter meeting
- Assist committee chairs with activities
- Preside over officer meetings and meet before hand with advisors to set up and type agenda

### **VICE PRESIDENT**

- Assume all duties of the president if necessary
- Develop the POA and serve as the ex-officio on committees when needed
- Coordinate all committee work
- Work closely with the president and advisors to assess progress toward meeting chapter goals
- Develop and submit chapter award applications

### **SECRETARY**

- Prepare and present the minutes of each chapter meeting
- Record minutes for each officer meeting and file
- Place all committee reports in a file
- Be responsible for chapter correspondence (thank you letters and invitations)
- Maintain membership attendance records

### **TREASURER**

- Assist the advisors with receiving, recording and depositing FFA funds
- Present up-to-date treasurer's reports at each chapter meeting
- Collect money when required
- Maintain financial records

## **REPORTER**

- Work with local newspapers, radios, television, and service clubs to get information about chapter events/activities out to the community
- Write articles for the New Horizon and send pictures
- Prepare news releases for chapter activities
- Help the advisors publish the chapter newsletters
- Serve as the chapter photographer
- Create the chapter scrapbook for the regional competition in May

## **SENTINEL**

- Assist the president in maintaining order during meetings
- Get the FFA paraphernalia and supplies for each meeting
- Reserve the meeting room and keep it comfortable
- Take charge of candidates for degree ceremonies
- Assist with special activities and refreshments
- Reserve facilities and equipment
- Maintain attendance at chapter activities

## **HISTORIAN**

- Develop and maintain a scrapbook of memorabilia in which to record the chapter's history.
- Research and prepare items of significance of the chapter's history.
- Prepare displays of chapter activities and submit stories of former members to the media.
- Assist the reporter in providing photography for chapter needs.

## **ALL OFFICERS SHALL,**

- Represent the chapter in public and at official functions
- Welcome members and guests at meetings and functions
- Submit school bulletin announcements
- the officer room
- 
- and



Maintain Participate in  
FFA Functions  
Keep a Positive attitude  
be kind to everyone

## MARKET LAMB PROJECT PLAN

### Estimated Expenses:

Cost of Animal .....	\$ 300
Feed.....	\$ 120
Veterinary Supplies.....	\$ 5
Show Supplies.....	\$ 10
Insurance.....	\$ 13
Fair Entry Fees .....	\$ 6
Sales Commission ( \$9/lb @ 130lbs) .....	\$ 47
Total Estimated Expenses.....	\$ 511

### Estimated Receipts:

Sale of Animal.....	\$ 1180
<i>(Auction averaged \$9.00/lb in 2008)</i>	

**Estimated Net Profit.....\$ 669**



## MARKET HOG PROJECT PLAN

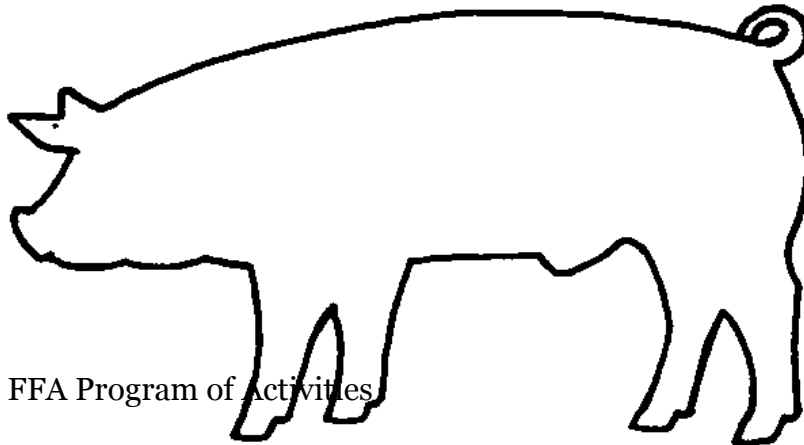
### Estimated Expenses:

Cost of Animal .....	\$ 250
Feed.....	\$ 180
Veterinary Supplies.....	\$ 5
Show Supplies.....	\$ 10
Miscellaneous Equipment.....	\$ 20
Insurance.....	\$ 13
Fair Entry Fees .....	\$ 6
Sales Commission ( \$4.25/lb @ 250lbs).....	\$ 43
Total Estimated Expenses.....	\$ 527

### Estimated Receipts:

Sale of Animal.....\$ 1063  
(Auction Averaged \$4.25 / lb @ 250lbs)

**Estimated Net Profit.....\$ 536**





## MARKET STEER PROJECT PLAN

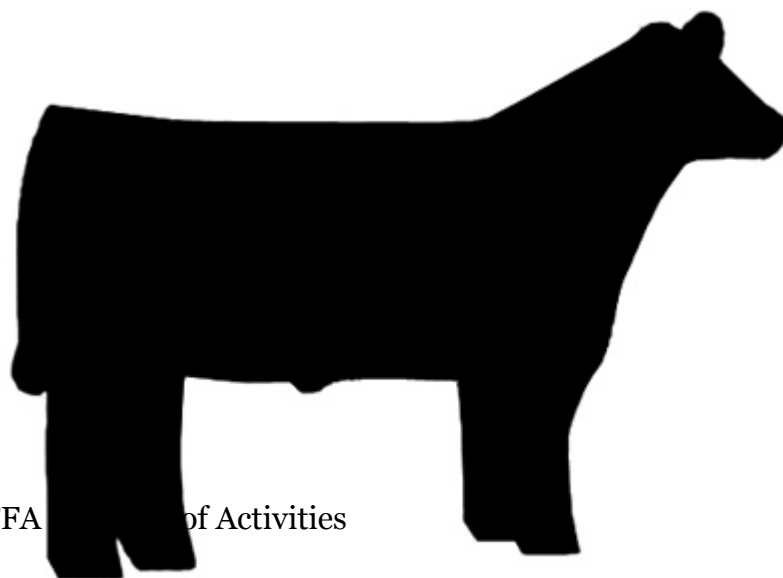
### Estimated Expenses:

Cost of Animal .....	\$ 1,200
Feed.....	\$ 1,200
Veterinary Supplies.....	\$ 25
Show Supplies.....	\$ 50
Insurance.....	\$ 25
Fair Entry Fees .....	\$ 9
Sales Commission (\$2.50/lb @ 1200lb).....	\$ 120
Total Estimated Expenses.....	\$ 2,629

### Estimated Receipts:

Sale of Animal.....	\$ 3,000
<i>(Auction averaged \$2.50 / pound in 2008)</i>	

**Estimated Net Profit.....\$ 371**



## REPLACEMENT HEIFER PROJECT PLAN

### Estimated Expenses:

Cost of Animal .....	\$ 1,000
Feed (6 months).....	\$ 600
Veterinary Supplies.....	\$ 100
Show Supplies.....	\$ 30
Miscellaneous Equipment.....	\$ 70
Insurance.....	\$ 25
Fair Entry Fees .....	\$ 6
Total Estimated Expenses.....	\$ 1,831

### Estimated Receipts:

Sale of Animal.....\$ 2,500  
(Sale Averaged \$2,500 in 2008)

**Estimated Net Profit.....\$ 669**



## MARKET GOAT PROJECT PLAN

### Estimated Expenses:

Cost of Animal .....	\$ 200
Feed.....	\$ 120
Veterinary Supplies.....	\$ 10
Show Supplies.....	\$ 10
Insurance.....	\$ 6
Fair Entry Fees .....	\$ 6
Sales Commission (\$7/lb @ 90 lbs).....	\$ 25
Total Estimated Expenses.....	\$ 377

### Estimated Receipts:

Sale of Animal.....\$ 630  
*(Auction averaged \$7.00 / pound in 2008)*

**Estimated Net Profit.....\$ 253**



## **Templeton FFA Salinas Valley Fair Participation Requirements**

I \_\_\_\_\_ understand that in order to participate in the Salinas Valley Fair as a member of the Templeton FFA, I must meet the following requirements:

1. I must follow the Templeton High School eligibility for extra/co-curricular activities, and can be excluded from showing if on a 2 week suspension.
2. I must purchase or acquire an Official FFA jacket and tie/scarf.
  - a. If showing for my second year with Templeton FFA I will purchase my own Official FFA Jacket.
3. I will participate in at least 10 FFA Activities during the school year.
  - a. at least 3 being FFA monthly meetings.
  - b. at least 2 being FFA Fundraisers.
4. I will **not** miss (unexcused) more than one weigh day or project visit from the time my animal is purchased through the end of the fair.
5. I will do the work involved on this project myself.
6. I will purchase insurance for my animal if it is kept at the THS School Farm.
7. I understand that **I must** maintain a **2.5 GPA with NO F's or U's** at all times during this project, otherwise, I will be required to go on academic probation. If I fail to maintain a 2.5 GPA with NO F's or U's during the probation period, I will no longer be eligible to attend the fair with my animal.
8. Attendance irregularities (such as truancies) and/or disciplinary problems (including ag and other teachers) at school are sufficient cause for ineligibility to take an animal to the fair.
9. Project leaders may have additional rules and contracts.

**Prior to receiving your fair check students must complete the following to the FFA advisor's approval:**

1. Complete/Up to Date FFA Record Book
2. Buyer's Thank You Letter
3. Payment or plan for payment of any bills that have been incurred including animal loans.
4. Cleaning of Templeton School Farm Facilities and fair equipment.
  - a. Three hours of clean-up per person showing

**I understand and agree to the above and realize that failure to follow these rules will result in my advisor not signing entry papers for my animal to be entered in the fair or my advisor may pull my entry papers.**

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Student Signature

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Date

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Parent/Guardian Signature

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Date

## **Templeton FFA California Mid-State Fair Participation Requirements**

I \_\_\_\_\_ understand that in order to participate in the California Mid-State Fair as a member of the Templeton FFA, I must meet the following requirements:

1. I must follow the Templeton High School eligibility for extra/co-curricular activities, and can be excluded from showing if on a 2 week suspension.
2. I must purchase or acquire an Official FFA jacket and tie/scarf.
  - a. If showing for my second year with Templeton FFA I will purchase my own Official FFA Jacket.
3. I will participate in at least 10 FFA Activities during the school year.
  - a. at least 3 being FFA monthly meetings.
  - b. at least 2 being FFA Fundraisers.
4. I will **not** miss (unexcused) more than one weigh day or project visit from the time my animal is purchased through the end of the fair.
5. I will do the work involved on this project myself.
6. I will purchase insurance for my animal if it is kept at the THS School Farm.
7. I understand that **I must** maintain a **2.0 GPA with NO F's or U's** at all times during this project, otherwise, I will be required to go on academic probation. If I fail to maintain a 2.0 GPA with NO F's or U's during the probation period, I will no longer be eligible to attend the fair with my animal.
8. Attendance irregularities (such as truancies) and/or disciplinary problems (including ag and other teachers) at school are sufficient cause for ineligibility to take an animal to the fair.
9. Project leaders may have additional rules and contracts.

**Prior to receiving your fair check students must complete the following to the FFA advisor's approval:**

1. Complete/Up to Date FFA Record Book
2. Buyer's Thank You Letter
3. Payment or plan for payment of any bills that have been incurred including animal loans.
4. Cleaning of Templeton School Farm Facilities and fair equipment.
  - a. Three hours of clean-up per person showing

**I understand and agree to the above and realize that failure to follow these rules will result in my advisor not signing entry papers for my animal to be entered in the fair or my advisor may pull my entry papers.**

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Student Signature

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Date

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Parent/Guardian Signature

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Date

## **Templeton FFA THS FFA Project Auction Participation Requirements**

I \_\_\_\_\_ understand that in order to participate in the THS Project Auction I must meet the following requirements:

1. I must follow the Templeton High School eligibility for extra/co-curricular activities, and can be excluded from selling at the auction if on a 2 week suspension.
2. I will participate in at least 6 FFA Activities before the Project Auction on April 24, 2010.
  - b. at least 2 being FFA monthly meetings.
  - c. at least 1 being an FFA Fundraisers.
3. I must be present at the auction in order to sell.
4. I understand that every project entered in the project auction is charged a 10% commission by the Parent Support Club.
  - a. The commission may be lowered by every ticket the student sells for the project auction, 1 ticket = 1% commission reduction. Tickets must be returned with money to the Agriculture Department by April 16, 2010 by 3pm.
5. I understand that every project selling in the project auction must be completed by Friday, April 23, 2010 at 7:45am. Projects will be inspected by all ag teachers on this date, projects that are not suitable to be sold will be notified as soon as possible.
6. I understand that every project that will be sold at the project auction must be displayed in the Templeton Ag Department Quad on Friday, April 23, 2010 for judging at 7:45am.
7. I must help the morning of Saturday, April 24, 2010 with set up for the auction and Saturday evening after the auction with clean-up. This will take most of the day.

**Prior to receiving your project auction check students must complete the following to the FFA advisor's approval:**

1. Complete/Up to Date FFA Record Book
2. Buyer's Thank You Letter
3. Payment or plan for payment of any bills that have been incurred.

**I understand and agree to the above and realize that failure to follow these rules will result in my project being pulled from the auction.**

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Student Signature

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Date

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Parent/Guardian Signature

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Date

## **Templeton FFA California Mid-State Fair Project Auction Participation Requirements**

I \_\_\_\_\_ understand that in order to participate in the California Mid-State Fair Project Auction at a Templeton FFA member I must meet the following requirements:

1. I must follow the Templeton High School eligibility for extra/co-curricular activities, and can be excluded from selling at the auction if on a 2 week suspension.
2. I will participate in at least 8 FFA Activities during the school year.
  - a. at least 2 being FFA monthly meetings.
  - b. at least 2 being an FFA Fundraisers.
3. I must be present at the auction in order to sell.
4. I must arrange for transportation for my project to the California Mid-State Fairgrounds on the day they are due.
5. I understand that every project entered in the California Mid-State Fair project auction is charged a commission that is non-negotiable.
6. I understand that the fair judges the projects before the auction and any project receiving a group 3 cannot be sold.

**Prior to receiving your project auction check students must complete the following to the FFA advisor's approval:**

1. Complete/Up to Date FFA Record Book
2. Buyer's Thank You Letter
3. Payment or plan for payment of any bills that have been incurred.

**I understand and agree to the above and realize that failure to follow these rules will result in my project being pulled from the auction.**

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Student Signature

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Date

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Parent/Guardian Signature

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Date

## HISTORY OF TEMPLETON FFA

### American FFA Degree

1979	Debra C. Paver
1980	Sean O. Dellaire
1983	Toni Masten
2001	Joyce Brown
2008	Brian Bobson
	Ashley Hop
2009	Matt Duhon
	Lindsey Graham

### State FFA Degree Recipients

1939	Edgar Abramson	1986	Linda C. Solper
1942	William Luther	1987	John Blank
1943	Barry Luther		Julie Dawes
1944	John A Heousek		Roger Hall
1952	Donald E. Lehnoff	1988	Cindy Hanich
1955	Merle Miller		Cheryl D. Johnston
1956	James M. Gree	1989	Shawwna Anderson
1957	Gene W. Gree		Lisa Martinez
	Carl W. Peterson		Jeni Weiss
1959	Tom Mora	1992	Jennifer Dickinson
1962	James Classen		Charity Nerelli
	Ray Classen	1994	Jamie L. Gibson
1968	Tony Colombo	1995	Ryan Casey
	Bill Phelps	1996	Angeleen Garcia
1971	Richard Colombo	1997	Leah Tucker
	Bill Terry	1998	Lauri Bollinger
	Ruth Terry		Joyce P. Brown
1974	Robert Cummings		Theresa M. Casey
1976	Howard Brewen		Summer E. Hall
	Sean Dallaire		Leigh M. Wiley
	Tim Hartzel	1999	Heather Graff
	Lynn Miller		Shayna Muniz
	Debra Paver	2000	Sarah Elgin
	James G. Sachs		Alana Estrada
	Richard Schley	2001	Jeanne Brown
	Geralyn Vierra		Teresa Jean Dellaganna



1977	Joe Hamby	2002	Ashley Brett
	Terry Wyatt		Jennifer Byford
1978	Debra C. Paver		Jessique Ghezzi
	Alan S. Alderson		Emily Jeffers
	Eugene Hinson		Megan Smith
	<b>State Degrees Continued</b>		Kristina Spitale
1980	Maureen Johnson	2003	Brinnan Brooks
	Toni Mastan		Steven Coon
	Jane Caldwell		Cassie Dellaganna
1981	Heidi Hall		Sarah Hanks
1983	Jacky Coon		Savanna Lewis
1985	Becki Kaiser		Bailey Veillette
	David E. Sorrow		
	Joe DeClue		
	Melissa Dunn		
	Katie Elgin	2007	Bryan Bobsin
	Eric Graff		Wesley Boneso
2003	Parker Lindquist		Mathew Duhon
	Brianna Thompson		Lindsay Graham
	Aaron Bollman		Patricia Harris
	Heath Gallagher		Chris Molina
	Olivia Gonzales		Ashley Molnar
	Ashley Hop		Morgan Molnar
2004	Courtney Minton		Devon Pitts
	Chanel Adams	2008	Kaelee DeLisle
	Will Clevenger		Kristy Graham
	Hattie Robertson		Brandon Pettis
	Leighanne Danko		Carsen Ramos
2005		2009	Katie Schasteen
			Karrie Schasteen
			Nicole Sonne
			Nolan Hildebrand
			Matt Vierra
			Ryan Elliott
			Leah Harden
			Jordan James
			Garrett Roth
			Grace Elgin

## **FFA Point Award System**

Criteria for all members:

- Attend at least 75% of FFA monthly meetings
- Maintain a 2 GPA or better in your AG classes and a 2.0 GPA overall with no D's, F's or U's,
- Maintain an acceptable SAE,
- Participate in each of the following: one leadership activity, one fund-raising activity, and one cooperative activity.
- All second year members must have their Greenhand degree as a minimum and all third and fourth year members must have their chapter degree as a minimum.

When you accomplish the previously stated criteria the door of opportunity will be opened. There will be many activities that you can participate in, such as:

- Attend the National FFA Convention
- Attend the Made For Excellence Conference
- Attend the Advanced Leadership Academy
- Attend the State Convention
- Participate in the Project Auction
- Participate in the Planned Spring Fair
- Participate in the California Mid-State Fair
- Participate in Donkey Basketball
- Be on your way to higher FFA Degrees & Awards
- Be on your way to higher Leadership Possibilities

Remember, each of these activities is a privilege that must be earned by each member.

## **TEMPLETON FFA CONSTITUTION**

### **Article I.- Name and Purpose**

**Section A.** The name of this organization shall be the “Templeton FFA Chapter.”

**Section B.** The purposes for which this chapter was formed are as follows:

1. To develop competent, aggressive rural and agricultural leadership.
2. To create and nurture a love for country life.
3. To strengthen the confidence of students of agriculture in themselves and their work.
4. To create more interest in the intelligent choice of farming and other agricultural occupations.
5. To encourage members in the development of individual farming and other programs and establishments in agriculture.
6. To encourage members to the farm and its surroundings.
7. To participate in worthy undertakings for the improvement of agriculture.
8. To develop character, train for useful citizenship, and foster patriotism.
9. To participate in cooperative effort.
10. To encourage and practice thrift.
11. To encourage improvement in scholarship.
12. To provide and encourage the development of organized recreational activities.

### **Article II. - Organization**

**Section A.** The Templeton FFA Chapter is a chartered local unit of the California FFA Association, which is chartered by the National FFA Organization.

**Section B.** This Chapter accepts in full the provisions in the constitution and bylaws of the California FFA Association as well as those of the National FFA Organization.

### **Article III. - Membership**

**Section A.** Membership in this Chapter shall be of three kinds: Active, Alumni, and Honorary, as defined by the National FFA Constitution.

**Section B.** The regular work of this Chapter shall be limited to the Active Membership.

**Section C.** Honorary Membership in this Chapter shall be limited to those individuals who have received the Honorary Chapter FFA Degree.

**Section D.** Active Members in good standing may vote on all business brought before the Chapter. An Active member shall be considered in good standing when:

1. They attend 2/3 of the Chapter meetings.
2. They show an interest in, and take part in the affairs of the Chapter.
3. They pay all bills within 30 days or have made prior arrangements with advisors.
4. They are a true representative of the FFA as perceived by the Chapter Executive Committee.
5. They are academically eligible to participate in activities according to the policy as established by the Templeton High School District Board of Trustees.

**Section E.** Names of applicants for membership shall be filed with the Chapter Secretary.

#### **Article IV. - Emblems**

**Section A.** The emblem of the FFA shall be the emblem for the Chapter.

**Section B.** Emblems used by members shall be designated by the National FFA Organization.

#### **Article V. – Membership Degrees and Privileges**

**Section A.** There shall be four degrees of Active Membership in this Chapter. These degrees are: Greenhand Degree, Chapter FFA Degree, State FFA Degree, and American FFA Degree.

**Section B.** All members holding the Greenhand FFA Degree are entitled to wear the bronze emblem pin, all members holding the Chapter FFA Degree are entitled to wear the silver emblem pin, all members holding the State FFA Degree are entitled to wear the gold emblem charm, and all members holding the American FFA Degree are entitled to wear the gold emblem key.

**Section C.** Minimum qualifications for obtaining the four degrees of Active Membership shall be those listed in the National FFA Constitution.

**Section D.** Chapter Officers shall review the qualifications of members and make recommendations to the Chapter concerning degree advancement.

#### **Article VI. - Officers**

**Section A.** The Officers of the Chapter shall be as follows: President, Vice President, Secretary, Treasurer, Reporter, Sentinel, and Historian. The local Advisor(s) shall be the teacher(s) of agriculture in the school where the Chapter is located. The Officers shall perform the following duties:

1. The President shall preside over and conduct meetings according to accepted parliamentary procedure, keep members on the subject and within the time limits, represent the Chapter and in public and at official functions, coordinate Chapter efforts by keeping in close touch with the other Officers and Advisor(s), preside over meetings and meet beforehand with advisors to set-up and type agenda.
2. The Vice President shall assist the President when needed, oversee committee work, preside at meetings in the absence of the President, appoint committees and serve on them as an ex-officio member to them, and work closely with the President and chapter advisors to assess progress toward meeting chapter goal.
3. The Secretary shall prepare and read the minutes of each chapter meetings, prepare the agenda for each chapter meeting, attend to official correspondence, count and record rising votes when taken, prepare chapter membership records, issue membership cards, and call meetings to order in the absence of the presiding officer.
4. The Treasurer shall assist chapter advisors with receiving, recording and depositing FFA funds, assist in preparing the chapter budget, keep the financial records of the chapter, and submit in writing a financial report at each meeting and submit all bulletin announcements.
5. The Reporter shall gather and classify Chapter news, prepare articles for publication or broadcast, contact local newspapers, send news to State or National publications, arrange for FFA participation in local radio and/or TV programs, and keep an up-to-date Chapter Scrapbook with the assistance of the Chapter Historian. The Reporter shall prepare a Chapter Newsletter for publication with the assistance of the Advisor(s).
6. The Sentinel shall set up the meeting room and care for Chapter paraphernalia and equipment, attend the door during meetings and welcome visitors, see that the meeting room is comfortable, take charge of candidates for degree ceremonies, and assist with special activities and refreshments.
7. The Historian shall assist the Reporter when needed. It is the duty of the Historian to help with publicity. The Historian is in charge of the Point Award Chart and will keep it updated at all times with the assistance of the advisor(s). Only Sophomores can serve as the Chapter Historian.
8. The Advisor(s) shall assist the Officers in running the Chapter and advise them as the need arises. The Advisor(s) shall also assist the Chapter Historian in preparing the Point Award Chart and assist the Chapter Reporter in preparing the Chapter Newsletter.

**Section B.** Officers of the Templeton FFA shall be elected and announced annually at the May meeting.. Applications will be made available to members and will be due two weeks prior to the May meeting. The applications will be screened by a committee consisting of senior officers and the chapter advisor(s). Selected applicants will be interviewed by a committee consisting of senior officers, and others as selected by the chapter advisor(s). The ballot will consist of applicants slated for each office. Each slated applicant may slide once to an office below the office for which they are slated.

**Section C.** To be eligible to run for Chapter Office you must:

1. Hold Chapter FFA Degree. Freshmen holding the Greenhand FFA Degree may run for the office of Historian.
2. Two weeks prior to the election the applicant's application must be turned in to the Advisor(s). If application is not in on time, the applicant will forfeit.
3. Be in good standing with the Chapter as outlined in Article III, Section D of the Templeton FFA Constitution.
4. Must be academically eligible when his/her serving term begins.

**Section D.** The Chapter Officers, with the exception of the President, whose vacancy shall be filled by the Vice President, shall appoint all Officer vacancies during the term.

**Section E.** An officer can be removed from the officer team at any time for conducting himself/herself in a manner that is unbecoming of a chapter officer as determined by the fellow officers and advisor(s). (Possible examples include but are not limited to: Not fulfilling duties as required by the Constitution, not portraying the image of a FFA member as established by the Chapter Executive Committee, losing respect of fellow Chapter Officers, Members, Advisor(s), or the community.) The vote to remove an officer must be carried by the majority of the Chapter Executive Committee.

**Section F.** An Officer missing a meeting, leadership conference, or other responsibility must provide an explanation to the chapter advisor(s) one day prior to the event, except in uncontrolled circumstances or extreme emergencies.

**Section G.** Any Officer who is placed on academic probation will be forced to resign, in writing, at the first appropriate FFA Chapter Executive Committee meeting. In this case, the office will be filled as seen fit by the remaining chapter officers and advisors.

# **Templeton FFA Calendar of Events**

## **August 2010-June 2011**

\* Dates are subject to change and additions may occur. Please check with your advisor for updates.

- **August 2010**
  - 28<sup>th</sup> School Farm Clean Up Day 8am –Noon @ School Farm
- **September 2010**
  - 6<sup>th</sup> No School (Labor Day)
  - 7<sup>th</sup> FFA Meeting @6:30 in Ag Quad
  - 13<sup>th</sup> Start selling Drive-Thru BBQ Tickets
  - 26<sup>th</sup> SLO Section Go 4 the Gold Games
- **October 2010**
  - 3<sup>rd</sup> Drive Thru BBQ Prep @ 3:30 @VES
  - 4<sup>th</sup> Drive Thru BBQ 4-6 @THS Ag Dept
  - 5<sup>th</sup> FFA Meeting @6:30pm in MPR
  - 9<sup>th</sup> COLC Leadership conference in Hollister
  - 11<sup>th</sup> No School and Sectional Opening and Closing
  - 14<sup>th</sup> Greenhand Conference
  - 20-26<sup>th</sup> National FFA Convention starts.
- **November 2010**
  - 1<sup>st</sup> Start Clothe the Needy
  - 2<sup>nd</sup> FFA Meeting @6:30pm in the MPR
  - 3<sup>rd</sup> Chapter Creed Contest & Start Can Food Drive
  - 11-12<sup>th</sup> No School! (Veterans Day)
  - 15<sup>th</sup> Start selling Drive Thru BBQ Tickets
  - 16<sup>th</sup> Sectional BIG and Creed Contest @3:30 @PRHS
  - 19<sup>th</sup> End Clothe the Needy
  - 24-25<sup>th</sup> No School (Thanksgiving)
  - 29<sup>th</sup> Start Toys-4-Tots
- **December 2010**
  - 5<sup>th</sup> Drive Thru BBQ Prep @3:00 @VES
  - 6<sup>th</sup> Drive Thru BBQ 4-6 @THS Ag Dept
  - 7<sup>th</sup> FFA Meeting @6:30 in MPR

- 17<sup>th</sup> End Toys-4-Tots
- 20<sup>th</sup>- Jan3 Winter Break
- January 2011
  - 4<sup>th</sup> FFA Meeting @6:30pm in MPR
  - 7<sup>th</sup> Chapter Public Speaking Contest @3:30
  - 8<sup>th</sup> SLO Section FFA Barn Dance
  - 17<sup>th</sup> No School (Martin Luther King Day)
  - 20-21<sup>st</sup> MFE and ALA Leadership Conference
  - 28<sup>th</sup> End Can Food Drive
- February 2011
  - 1<sup>st</sup> All Award Applications Due!
  - 8<sup>th</sup> Regional Proficiency award applications due!
  - 10<sup>th</sup> SLO Section Public Speaking Contest
  - 11<sup>th</sup> No School! (Lincoln's Day)
  - 21<sup>st</sup> Start of National FFA Week! & No School(Washington's)!!
  - 22<sup>nd</sup> Ice Cream Social @ Lunch in Ag Quad
  - 23<sup>rd</sup> All Ag BBQ @ lunch in Ag Quad
  - 24<sup>th</sup> Farm Olympics @ Lunch
  - 25<sup>th</sup> Game Night @ End of National FFA Week!
  - 27<sup>th</sup> Regional Officer Screening
  - 28<sup>th</sup> South Coast Regional Meeting
- March 2011
  - 1<sup>st</sup> FFA Meeting @6:30pm in MPR
  - 7<sup>th</sup> Local Project Competition
  - 10<sup>th</sup> Donkey Basketball
  - 11<sup>th</sup> Chapter Officer Applications are Due!
  - 15<sup>th</sup> Chapter Officer Screening
  - 18<sup>th</sup> South Coast Regional Meeting
  - 21-25<sup>th</sup> SLO Sectional Project Competition
- April 2011
  - 5<sup>th</sup> FFA Meeting @6:30 in MPR
  - 7<sup>th</sup> SLO Sectional Project Comp Banquet
  - 8<sup>th</sup> Sports Night!
  - 16-19<sup>th</sup> State FFA Conference
  - 18-26<sup>th</sup> Spring Break
  - 26<sup>th</sup> SLO Sectional Officer Applications Due!
- May 2011
  - 7<sup>th</sup> State Finals @Cal Poly



- 11-15<sup>th</sup> King City Fair
- 17<sup>th</sup> SLO Sectional Officer Screening
- 24<sup>th</sup> Chapter Banquet
- 30<sup>th</sup> No School! (Memorial Day)
- June 2011
  - 9<sup>th</sup> Last Day of School!

# **Templeton High School Agriculture Department**



## **Board FFA Policy**

FFA is fully recognized by the school board as a co-curricular component of the program. Student work in FFA activities accounts for 10 percent of their course grade for all agriculture classes. Each agriculture student must participate in 3 FFA activities, outside of regular class time, to receive the full credit for their grade.

**INSTRUCTION**  
**Extracurricular and Co-Curricular Activities**

**T.U.S.D.**  
**AR 6145**

Extracurricular activities are those programs that have all of the following characteristics: (Education Code 35160.5)

1. The program is supervised or financed by the school district.
2. Students participating in the program represent the school district.
3. Students exercise some degree of freedom in either the selection, planning or control of the program.
4. The program includes both preparation for performance and performance before an audience or spectators.

Extracurricular activities are not part of the regular school curriculum, are not graded, do not offer credit and do not take place during classroom time. (Education Code 35160.5)

Co-curricular activities are programs that may be associated with the curriculum in a regular classroom. (Education Code 35160.5)

An activity is not an extracurricular or co-curricular activity if either of the following conditions applies: (Education Code 35160.5)

1. It is a teacher graded or required program or activity for a course which satisfies the entrance requirements for admission to the California State University or the University of California.
2. It is a program that has as its primary goal the improvement of academic or educational achievement of students.

A comparable alternative assignment will be provided for any student determined to be ineligible to participate in a graded co-curricular activity, such as a field trip.

**DETERMINING ELIGIBILITY**

To be eligible to participate in extracurricular and co-curricular activities, students in grades 7 through 12 must demonstrate satisfactory educational progress in the previous grading period. "Satisfactory educational progress" is defined as:

- A. Maintenance of minimum passing grades, which is defined as at least a 2.0 grade point average in all enrolled courses on a 4.0 scale with no "F's".

**INSTRUCTION**  
**Extracurricular and Co-Curricular Activities**

**T.U.S.D.**  
**AR 6145**

- B. Maintenance of minimum progress toward meeting the high school graduation requirements prescribed by the governing board.

The grade point average used to determine eligibility shall be submitted to the teacher/advisor in advance and shall be based on the student's grades two weeks prior to the activity/event.

When a student becomes ineligible to participate in the upcoming school year, or when he/she is subject to probation as described later in this regulation, the principal or designee shall provide written notice to the student and his/her parents/guardians. The principal shall also consult with the student's teacher(s) in deciding on a program of remediation to improve the student's academic progress.

(cf. 6146.1 - High School Graduation Requirements)  
(cf. 6162.52 – High School Exit Examination)  
(cf. 6164.5 – Student Success Teams)  
(cf. 6176 – Weekend/Saturday Classes)  
(cf. 6177 – Summer School)  
(cf. 6179 – Supplemental Instruction)

**ATHLETIC ELIGIBILITY**

Athletic grade checks will be conducted on the first Monday of every school month (or the first school day after if the Monday is a school holiday or a non-school day). The grade check calendar will be posted at the start of each school year listing the date and time of the grade checks. Student-athletes receiving an "F" or "U" on any grade check or semester report shall be ineligible for athletic participation until the Monday following the next grade check where the student-athlete has raised their grade to a "D" and/or citizenship to an "N."

For the purpose of determining athletic eligibility in a new sport season, a grade check will be conducted when the team roster is finalized and any student not meeting the requirements for participation shall be deemed ineligible the following Monday. (Education Code 35160.5)

**CITIZENSHIP ELIGIBILITY**

The Superintendent or designee may revoke a student's eligibility for participation in extracurricular and co-curricular activities when the student's poor citizenship is serious enough to warrant loss of this privilege.

(cf. 5144 – Discipline)

**INSTRUCTION**  
**Extracurricular and Co-Curricular Activities**

**T.U.S.D.**  
**AR 6145**

**PROBATIONARY PERIOD**

The Superintendent or designee may grant academically ineligible students a probationary period of not more than one grading period in grades 9 - 12. Students granted probationary eligibility must meet the required standards by the end of the probationary period in order to remain eligible for participation.

Students promoting to the high school who do not meet eligibility requirements shall be granted a probationary period through the first grade check in 9<sup>th</sup> grade, at which time they must be achieving satisfactory academic progress to continue to participate. (C.I.F. Bylaw 205 )

When a student becomes ineligible to participate in the upcoming school year, or when he/she is subject to probation, the principal or designee shall provide written notice to the student and his/her parents/guardians. The principal shall also consult with the student's teacher(s) in deciding on a program of remediation to improve the student's academic progress.

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## **INSTRUCTION**

### **Extracurricular and Co-curricular Activities**

**T.U.S.D.**

**BP 6145**

The Governing Board recognizes that extracurricular and co-curricular activities enrich the educational and social development and experiences of students. The district shall encourage and support student participation in extra- and co-curricular activities without compromising the integrity and purpose of the educational program.

No extracurricular or co-curricular program or activity shall be provided or conducted separately and no district student's participation in extra-curricular and co-curricular activities shall be required or refused based on the student's gender, sexual orientation, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability. Requirements for participation in extracurricular and co-curricular activities shall be limited to those that are essential to the success of the activity. (5 CCR 4925)

Any complaint regarding the district's extracurricular and co-curricular programs or activities shall be filed in accordance with BP/AR 1312.2 – Uniform Complaint Procedures.

(cf. 0410 – Nondiscrimination in District Programs and Activities)

(cf. 1312.3 – Uniform Complaint Procedures)

(cf. 5145.3 – Nondiscrimination/Harassment)

(cf. 5145.7 – Sexual Harassment)

No student shall be prohibited from participating in extracurricular and co-curricular activities related to the educational program because of inability to pay fees associated with the activity.

(cf. 3260 – Fees and Charges)

Extra/co-curricular activities shall be supervised by district employees whenever they are conducted under the name of the district.

(cf. 4127/4227/4327 - Temporary Athletic Team Coaches)

## **ELIGIBILITY REQUIREMENTS**

The Board desires to balance the academic needs of students with the benefits they receive from participating in school activities. In implementing this policy, the Superintendent or designee shall provide the necessary assistance to help ineligible students achieve the academic standards required by law.

(cf. 6164.5 - Student Success Teams)

(cf. 6177 – Summer School)

(cf. 6179 – Supplemental Instruction)

**INSTRUCTION**  
**Extracurricular and Co-curricular Activities**

**T.U.S.D.**  
**BP 6145**

**ANNUAL POLICY REVIEW**

The Board shall annually review this policy and implementing regulations.

**LEGAL REFERENCE:**

**EDUCATION CODE**

35145 Public meetings

35160.5 District policy rules and regulations; requirements; matters subject to regulation

35179 Interscholastic athletics; associations or consortia

48930-48938 Student organizations

**CODE OF REGULATIONS, TITLE 5**

350 Fees not permitted

4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance

5531 Supervision of extracurricular activities of pupils

**UNITED STATES CODE, TITLE 42**

2000h-2-2000h-6 Title IX, 1972 Education Act Amendments

**COURT DECISIONS**

Hartzell v. Connell, (1984) 35 Cal.3d 899

**Management Resources:**

**CDE LEGAL ADVISORIES**

001.90 Access to School-Related Activities and Events by Disabled Students, LO: 3-0

409.87 Requirements for Pupil Participation in Extracurricular and Co-curricular activities, AB 2613, CIL: 86/87-11

**WEB SITES**

California Association of Directors of Activities: <http://www.cada1.org>

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# **Templeton High School Agriculture Department**



## **Recruitment Program**

Recruitment with Templeton Middle School is handled in a couple of different ways. Number one, advertisement in the Templeton High School Back Pack news makes it to pretty much every student in the district. Here, we are able to advertise course offerings as well as chapter events. Additionally, the agriculture program tries to coordinate an 8<sup>th</sup> grade tour day at the High School in the Agriculture Department. Due to budget constraints, and issues with instructional minutes, this is not always possible, but it is a goal. Students come and receive a tour of the facilities as well as lunch.

The agriculture department also attempts to recruit at a younger age by hosting an Agriculture Info Day in the Spring for all elementary students in the district. The young students attend the event held at the School Farm Laboratory where they rotate through different stations learning about agriculture. It is the hope of the program that instilling in interest in agriculture at a younger age will help them make course decisions involving agriculture later on.

Additionally, the agriculture department has a departmental brochure it hands out to potential students both on campus and at the Middle School prior to class registration for the high school.



## Competitive Events and Teams

Templeton FFA offers practical experience and coaching for the following events:

- Welding Team
- Livestock Judging Team
- Horse Judging Team
- Floral Design Team
- Grapevine Pruning Team
- Parliamentary Procedure
- Creed Speaking
- Best Informed Greenhand
- Prepared Public Speaking
- Job Interview
- Extemporaneous Speaking
- Opening & Closing Ceremonies Teams

## Leadership Opportunities

Templeton FFA members are encouraged to take their leadership abilities to the next level by seeking active roles in the organization. Officer positions are available at the following levels.

- Templeton Chapter Office
- San Luis Obispo Section Office
- South Coast Region Office
- California Association Office
- National FFA Organization Office

## Travel the World with Templeton FFA

- **Leadership Conferences:** There are many conferences in the FFA. You could get to travel all over the great state of California and even back to Indianapolis or Louisville for the National FFA Convention. A few of the conferences are:
  - \*Greenhand Leadership Conference
  - \*Made for Excellence Conference
  - \*Advanced Leadership Academy
  - \*State Leadership Conference
  - \*Washington Leadership Conference
  - \*Sacramento Leadership Experience
  - \*National FFA Convention
- **Competitive Teams:** Competitive events occur all over the state of California. State champion teams then are able to compete at the National contests in Indianapolis or Louisville. For some events, there is even the opportunity to travel to Europe and learn about agriculture globally.
- **Industry Tours:** Our program strives to give students a look at the careers available to them in agriculture. Course field trips may be taken to actual businesses and companies in production agriculture. As well, the department offers an annual trip to the Farm Show in Tulare, California every Spring.



## TEMPLETON HIGH SCHOOL



*Agriculture  
Department*

1200 Main Street  
Templeton, CA 93465  
805.434.5850

## Our Program

The Templeton High School Agriculture Department strongly encourages the three components of agriculture education: Classroom Instruction, FFA Leadership Development, and Supervised Agriculture Experience projects. It is through these three circles we are able to provide so many experiences and opportunities for students.

- **Classroom Instruction:** The instructors in the program are dedicated to providing relevant curriculum that is meaningful to its students.
- **FFA:** The nation's premier leadership organization for students interested in agriculture. All agriculture students are automatically members and have full access to all of the privileges and opportunities available to them.
- **SAE:** Supervised Agriculture Experience projects give students a chance to gain valuable work experience or become entrepreneurs themselves. Students are allowed to have any project they would like in the area of agriculture.



## Course Offerings

The Templeton High School Agriculture Department strives to offer a wide variety of courses in agriculture and career technical education. All students enrolled in an agriculture class are required to be actively involved in FFA by participating in 3 activities per semester. Additionally, each student is required to work 10 hours on a Supervised Agriculture Experience project of their choice.

### Courses Available for 9th Graders

- **Introduction to Agriculture Science:** This course offers a basic survey of all facets of agriculture including history, economics, animal sciences, and plant sciences
- **Introduction to Agriculture Mechanics:** This course offers a basic survey of mechanics in agriculture including wood working, metal working, plumbing, and electrical.
- **Agriculture Biology:** This course meets UC and CSU requirements for biology. It is highly recommended students take this course in addition to Introduction to Agriculture Science OR Introduction to Agriculture Mechanics.
- **Agriculture Leadership:** This course is designed for students who wish to become heavily involved in FFA. Students will develop an array of leadership skills and are required to have a strong Supervised Agriculture Experience program and extensive involvement in the program including competitions available to freshmen such as Best Informed Greenhand and Creed Speaking.



### Courses Available for 10th, 11th, and 12th Graders

- **Agriculture Leadership**
- **ROP Floral Design**
- **Ornamental Horticulture**
- **ROP Landscape Maintenance**
- **Advanced Livestock**
- **ROP Small Animal Pre-Veterinary**
- **Agriculture Welding**
- **ROP Welding I and II**
- **ROP Computer Aided Drafting I, II, and III**
- **Agriculture Woodworking**
- **ROP Agriculture Woodworking I and II**
- **ROP Agriculture Construction**

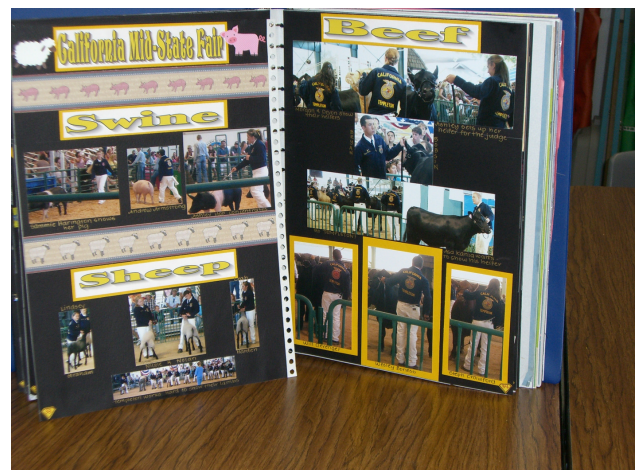
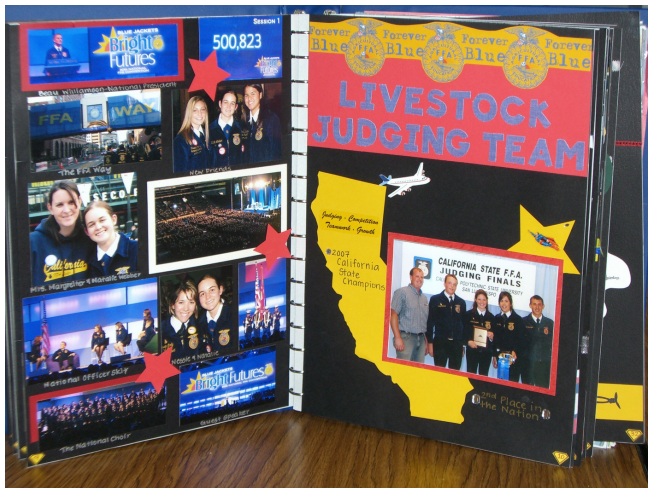
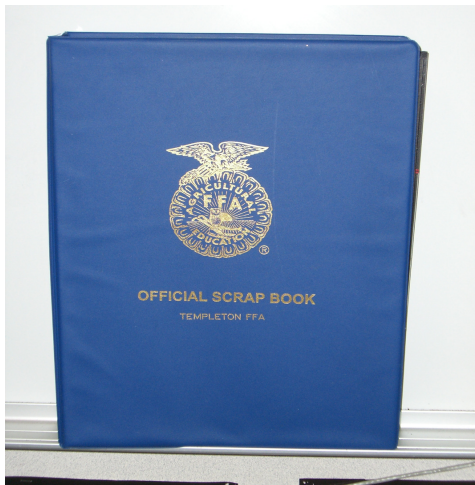
# **Templeton High School Agriculture Department**



## **Chapter Scrapbook**

Templeton FFA submits a chapter scrapbook annually to the South Coast Region scrapbook contest. It is the responsibility of the Reporter/Historian to compile the scrapbook. There is a standing Scrapbook Committee for which members apply for annually to help complete pages for the scrapbook.





# **Templeton High School Agriculture Department**



## **Summer Activities Schedule**

Summer activities in the program include managing projects for the California Mid-State Fair, attending the CATA Conference in June, and getting ready for the school year. I keep a record of extended service log to account for hours. This year was slightly challenging as I started at Templeton High School the week after I stopped working at San Luis Obispo High School. I have tried to maintain the logs as accurately as possible, and started a new tracking of hours in July.

Start at  
TMS

TEMPLETON HIGH SCHOOL VO-AG DEPARTMENT

Record of Extended Service by Thompson

For the Period 6/20/10 to 6/26/10

Day of Week	Description of Activity	Mileage		Hours
		D	P	
Monday	CATA Conference		10	6
Tuesday	CATA Conference		10	6
Wednesday	CATA Conference		10	6
Thursday	CATA Conference Project Visits Showmanship	10	70	8
Friday				
Saturday				
Sunday				
TOTAL FOR THE WEEK		10	100	
TOTAL FORWARD		-	-	-
TOTAL TO DATE		10	100	26

End of 2009-2010  
year

TEMPLETON HIGH SCHOOL VO-AG DEPARTMENT

Record of Extended Service by Thompson

For the Period 6/27/10 to 7/4/10

Day of Week	Description of Activity	Mileage		Hours
		D	P	
Monday 6/27	Paperwork Dept. Mtg.		60	3
Tuesday				
Wednesday				
Thursday 6/30	Project visits Showmanship Paperwork	70 miles	60	7
Friday				
Saturday				
Sunday				
TOTAL FOR THE WEEK		70	120	10
TOTAL FORWARD				
TOTAL TO DATE		70	120	10

TEMPLETON HIGH SCHOOL VO-AG DEPARTMENT

Record of Extended Service by Thompson

For the Period 7/5/10 to 7/11/10

Day of Week	Description of Activity	Mileage		Hours
		D	P	
Monday 7/5	Staff Mtg - Calendar Responsibilities Conference Forms		60	2
Tuesday 7/6	Rolc Bass Lake	250	30	24
Wednesday 7/7	" "			24
Thursday 7/8	" "			24
Friday 7/9	" "	250	30	5
Saturday 7/10				
Sunday 7/11	Showmanship		60	1
TOTAL FOR THE WEEK		500	180	80
TOTAL FORWARD		70	120	10
TOTAL TO DATE		570	300	90



# TEMPLETON HIGH SCHOOL VO-AG DEPARTMENT

Record of Extended Service by Thompson

For the Period 7/12/10 to 7/18/10

Day of Week	Description of Activity	Mileage		Hours
		D	P	
Monday	Grant writing			1
Tuesday				
Wednesday				
Thursday	Project visits classroom clean up showmanship	70	60	10
Friday				
Saturday				
Sunday				
TOTAL FOR THE WEEK		70	60	10
TOTAL FORWARD		570	360	90
TOTAL TO DATE		640	360	100

# TEMPLETON HIGH SCHOOL VO-AG DEPARTMENT

Record of Extended Service by Thompson

For the Period 7/19 to 7/25

Day of Week	Description of Activity	Mileage		Hours
		D	P	
Monday	Tack to Fair Set up water	10	60	4
Tuesday	Project visit	5	60	1
Wednesday	Retreat preparation		10	3
Thursday	Clipping hogs		60	4
Friday	Tack to Fair	5	60	2
Saturday				
Sunday	Fair		30	8
TOTAL FOR THE WEEK		20	280	22
TOTAL FORWARD		570	300	90
TOTAL TO DATE		590	580	112

TEMPLETON HIGH SCHOOL VO-AG DEPARTMENT

Record of Extended Service by Thompson

For the Period 7/26 to 8/1

Day of Week	Description of Activity	Mileage		Hours
		D	P	
Monday	Fair			24
Tuesday	Fair			24
Wednesday	Fair			24
Thursday	Fair			24
Friday	Fair			24
Saturday	Fair			24
Sunday	Fair		30	21
TOTAL FOR THE WEEK			30	165
TOTAL FORWARD		590	580	112
TOTAL TO DATE		590	610	277

# TEMPLETON HIGH SCHOOL VO-AG DEPARTMENT

Record of Extended Service by Thompson

For the Period 8/2 to 8/8

Day of Week	Description of Activity	Mileage		Hours
		D	P	
Monday	Tack out of fair Retreat preparation	15	60	4
Tuesday	officer Retreat		60	11
Wednesday	Paperwork Set-up with site Secretary		60	2
Thursday	Soaring Eagle Mtg Grant Requests Retreat wrap-up		60	1
Friday				
Saturday				
Sunday				
TOTAL FOR THE WEEK		15	240	18
TOTAL FORWARD		590	610	277
TOTAL TO DATE		605	850	295

TEMPLETON HIGH SCHOOL VO-AG DEPARTMENT

Record of Extended Service by Thompson

For the Period 8/9 to 8/15

Day of Week	Description of Activity	Mileage		Hours
		D	P	
Monday				
Tuesday				
Wednesday				
Thursday	Cales to Swine kids Regarding check pick-up			1
Friday				
Saturday				
Sunday				
TOTAL FOR THE WEEK				1
TOTAL FORWARD		605	850	295
TOTAL TO DATE		605	850	296

TEMPLETON HIGH SCHOOL VO-AG DEPARTMENT

Record of Extended Service by Thompson

For the Period 8/16 to 8/22

Day of Week	Description of Activity	Mileage		Hours
		D	P	
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday	ag Issues Research			1
Sunday				
TOTAL FOR THE WEEK				1
TOTAL FORWARD		605	850	296
TOTAL TO DATE		605	850	297

# **Templeton High School Agriculture Department**



## **Vo-Ag Follow Up Survey Form**

The follow up survey form used at Templeton High School is given to students at the end of their Senior year. These students are surveyed so we may properly enter their information on the R-2 report and keep them on our roster. It helps us keep track of our graduates as well as helps us with important items such as American Degree applicants.

**Templeton High School Agriculture Department**  
Graduate Follow-up Questionnaire

Name: \_\_\_\_\_

Graduation Year: \_\_\_\_\_

Phone: \_\_\_\_\_

**Employment Status:**

\_\_\_\_\_ Part-time Agriculture  
\_\_\_\_\_ Full-time Agriculture

\_\_\_\_\_ Part-time non-ag  
\_\_\_\_\_ Full-time non-ag

**School Status:**

\_\_\_\_\_ 2-year college agriculture major  
\_\_\_\_\_ 4-year college agriculture major

\_\_\_\_\_ 2 year college non-ag major  
\_\_\_\_\_ 4 year college non-ag major

\_\_\_\_\_ Technical School

\_\_\_\_\_ no school at this time

**1. Which agriculture pathways did you follow? (circle all that apply)**

- a. Agriculture Mechanics
- b. Agriculture Science
- c. Ornamental Horticulture

**2. Please rate the following items on how they have helped you after graduation in your employment or continued education.**

**(0) No value thru (4) Essential**

- 1. \_\_\_\_\_ class lectures
- 2. \_\_\_\_\_ laboratory activities
- 3. \_\_\_\_\_ oral presentations
- 4. \_\_\_\_\_ FFA/leadership activities
- 5. \_\_\_\_\_ having an SAE project
- 6. \_\_\_\_\_ record keeping skills taught
- 7. \_\_\_\_\_ advice and counseling by teachers
- 8. \_\_\_\_\_ overall program
- 9. \_\_\_\_\_ department facilities
- 10. \_\_\_\_\_ relevancy of skills obtained



**Templeton High School Agriculture Department**  
Graduate Follow-up Questionnaire

Name: [REDACTED] \_\_\_\_\_

Graduation Year: 2010

Phone: [REDACTED] \_\_\_\_\_

**Employment Status:**

☒          Part-time Agriculture  
         Full-time Agriculture

         Part-time non-ag  
         Full-time non-ag

**School Status:**

         2-year college agriculture major  
         4-year college agriculture major

☒          2 year college non-ag major  
         4 year college non-ag major

         Technical School

         no school at this time

**1. Which agriculture pathways did you follow? (circle all that apply)**

- ☒ a. Agriculture Mechanics
- ☐ b. Agriculture Science
- ☐ c. Ornamental Horticulture

**2. Please rate the following items on how they have helped you after graduation in your employment or continued education.**

**(0) No value thru (4) Essential**

- 1.   3   class lectures
- 2.   3   laboratory activities
- 3.   3   oral presentations
- 4.   3   FFA/leadership activities
- 5.   3   having an SAE project
- 6.   2   record keeping skills taught
- 7.   3   advice and counseling by teachers
- 8.   3   overall program
- 9.   4   department facilities
- 10.   4   relevancy of skills obtained

**Templeton High School Agriculture Department**  
Graduate Follow-up Questionnaire

Name: \_\_\_\_\_  
Phone: \_\_\_\_\_

Graduation Year: 2010

**Employment Status:**

☒ Part-time Agriculture  
☐ Full-time Agriculture

☐ Part-time non-ag  
☐ Full-time non-ag

**School Status:**

☒ 2-year college agriculture major  
☐ 4-year college agriculture major

☐ 2 year college non-ag major  
☐ 4 year college non-ag major

☒ Technical School

☐ no school at this time

**1. Which agriculture pathways did you follow? (circle all that apply)**

- ☒ a. Agriculture Mechanics
- ☐ b. Agriculture Science
- ☒ c. Ornamental Horticulture

**2. Please rate the following items on how they have helped you after graduation in your employment or continued education.**

**(0) No value thru (4) Essential**

- 1. 3 class lectures
- 2. 4 laboratory activities
- 3. 4 oral presentations
- 4. 3 FFA/leadership activities
- 5. 4 having an SAE project
- 6. 3 record keeping skills taught
- 7. 4 advice and counseling by teachers
- 8. 4 overall program
- 9. 4 department facilities
- 10. 4 relevancy of skills obtained

**Templeton High School Agriculture Department**  
Graduate Follow-up Questionnaire

Name: [REDACTED]  
Phone: [REDACTED]

Graduation Year: 2010

**Employment Status:**

☒ Part-time Agriculture  
☐ Full-time Agriculture

☐ Part-time non-ag  
☐ Full-time non-ag

**School Status:**

☒ 2-year college agriculture major  
☐ 4-year college agriculture major

☐ 2 year college non-ag major  
☐ 4 year college non-ag major

☐ Technical School\*

☐ no school at this time

**1. Which agriculture pathways did you follow? (circle all that apply)**

- a. Agriculture Mechanics
- ☒ b. Agriculture Science
- c. Ornamental Horticulture

**2. Please rate the following items on how they have helped you after graduation in your employment or continued education.**

**(0) No value thru (4) Essential**

- 1. 4 class lectures
- 2. 4 laboratory activities
- 3. 4 oral presentations
- 4. 4 FFA/leadership activities
- 5. 4 having an SAE project
- 6. 4 record keeping skills taught
- 7. 4 advice and counseling by teachers
- 8. 4 overall program
- 9. 4 department facilities
- 10. 4 relevancy of skills obtained

# **Templeton High School Agriculture Department**



## **Graduate Status**

Results from graduate follow up surveys are entered into our R-2 report. This allows us to keep track of our graduates more effectively. This year, we should have about 10 American Degree applicants because we are able to track our graduates and see if they are still involved in agriculture.


## Graduate Follow-up

# CA0245 Templeton  
 Templeton HS  
 1200 Main St.  
 Templeton, CA 93465

Year: 2010 Go

Last Name First Name Graduate Status

	Jay	Employed - Parttime-Non-Ag Job - <i>custo</i>
	Wyatt	Two Year College-Ag Major - <i>Technical school</i>
	<del>Alegria</del>	<del>Location or Position Unknown</del>
	Ryan	Four Year College-Ag Major
	Cameron	Four Year College-Ag Major
	Tyler	Two Year College-Ag Major
	Nick	Two Year College-Ag Major
	Blake	Two Year College-Ag Major
	Jesus	Employed - Fulltime-Ag Job
	Brooke	Two Year College-Non-Ag Major
	Ian	Two Year College-Ag Major
	Jordan	Two Year College-Ag Major
	Cody	Employed - Fulltime-Ag Job
	Shane	Two Year College-Ag Major
	Katrina	Location or Position Unknown-
	Doug	Four Year College-Non-Ag Major
	Nolan	Four Year College-Ag Major
	Jordan	Employed - Fulltime-Ag Job
	Ashley	Employed - Parttime-Non-Ag Job
	Tyler	Two Year College-Non-Ag Major
	Stephen	Two Year College-Non-Ag Major
	Kellen	Two Year College-Ag Major
	Joshua	Location or Position Unknown-
	Nicholas	Location or Position Unknown-
	Jonathon	Employed - Fulltime-Ag Job
	Evan	Location or Position Unknown-
	Josh	Two Year College-Non-Ag Major
	Garrett	Four Year College-Ag Major
	Karrie	Four Year College-Ag Major
	Matt	Employed - Fulltime-Ag Job
	Jake	Two Year College-Non-Ag Major
	Nicole	Two Year College-Ag Major
	Jacob	Four Year College-Non-Ag Major



Kasey	Two Year College-Non-Ag Major
s Bob	Four Year College-Non-Ag Major
Matthew	Two Year College-Ag Major
Paul	Four Year College-Non-Ag Major
Libby	Two Year College-Ag Major

Printed: 11/16/2010 5:04:03 PM  
Count: 38

# **Templeton High School Agriculture Department**



## **Comprehensive Program Plan**

Every year the Templeton High School Agriculture Department staff up-dates the comprehensive plan. The comprehensive plan is very large and takes up an entire 3” binder all by itself. The comprehensive plan contains documents that show the validity of our department and proves that we are doing what is expected of us. Mr. Greg Beard, the South Coast Regional Supervisor, reviews the comprehensive plan every three years with the department; however the plan is up-dated by the department each year. Included is a copy of the commendations from Mr. Greg Beard from our November 2010 program review.

# **Templeton High School Agriculture Department**



## **Advisory Minutes**

The Agriculture Department holds Advisory Committee Meetings at least 2 times a year. The agendas are emailed out one to two weeks prior to the meeting. Minutes are generated and emailed out the day after the meeting is held.



THS Agriculture Advisory Committee Minutes  
*THS Agriculture Department*  
*October 12<sup>th</sup>, 2010 6:30PM*

The meeting was called to order by President John Wright at 6:40PM after a brief presentation by the Templeton FFA Chapter Officers and dinner. Introductions were made and the following individuals were in attendance: John Wright, Mitch Roth, Jerry Clark, Bob Cummings, Chris Hildebrand, Hugh McCaffrey, Robin Schroeder, Erin Thompson, and Tom Harrington.

**Old Business**

- 1) **Cuesta Welding Class**-Chris Hildebrand reported on the success of the North County Cuesta College Welding courses being instructed at THS. Cuesta College has brought 12 welding machines into the shop which can be used for THS students as well. A grant has been written where Cuesta College will be adding 20 more welding machines as well as a trailer to hold 8 more welding stations. The additional welders will be used for Cuesta students, THS welding students, and the trailer will also be used for promotional purposes for Cuesta College. Additionally, the articulation process is being followed so that students in the Advanced Welding class will receive credit for the Cuesta College 270A course.
- 2) **ROP Art/History Floral Design**-Erin Thompson reported that the ROP Art & History of Floral Design course does count for UC/CSU Visual and Performing Arts credit. Currently there are approximately 50 students enrolled in two sections. Textbooks have been purchased by the Templeton Unified School District and floral cooler was purchased with departmental monies. The current ROP budget is \$500 for two sections. It was agreed upon that additional funds should be looked into as the course is expensive to run. Bob Cummings recommended we invite the ROP liaison from the Templeton School Board to the next advisory meeting. Currently that liaison is Larry Millar, but the future incumbent is not known. The department will be exploring specialized agriculture incentive grant funding for a walk-in floral refrigerator in the future. Jerry Clark recommended the department also look into providing a small retail floral shop connected to the cooler and classroom for student projects.
- 3) **Check Advisory Roster**-A roster was passed around with changes made. A new copy of the roster will be distributed soon.
- 4) **Agriculture Department Pathways**-A new pathway including Agriculture Biology and ROP Small Animal Pre/Vet was distributed and discussed.

**New Business**

- 1) **Officer Elections**-Mitch Roth moved to keep the current president and secretary. The motion was seconded. Jerry Clark declined his secretarial re-election. The motion was dropped. Mitch Roth moved to keep the current president. The motion was seconded. There was no discussion. Motion passed, voice vote. Hugh McCaffrey moved to elect Erin Thompson for secretary. The motion was seconded. There was no discussion. Motion passed, voice vote.
- 2) **Upcoming FFA Activities**-Robin Schroeder reviewed the upcoming FFA activities as well as the California Agriculture License plate program.
- 3) **Agriculture Incentive Grant**-Chris Hildebrand reported we will be visited by our regional supervisor, Greg Beard, on November 30<sup>th</sup>. The Principal, Tom Harrington, and members of the advisory committee are invited to attend lunch at Ian McPhee's with Greg Beard and the agriculture teachers on November 30<sup>th</sup>.
- 4) **Proposed New Classes-**
  - a. **ROP Small Animal Pre/Vet**-Bob Cummings moved to approve the ROP Small Animal Pre/Vet course outline as written by the Santa Lucia ROP. The motion was seconded. There was no discussion. Motion passed, voice vote.
  - b. **Agriculture Biology**-The following recommendations were made to enhance the course outline:

- i. Add Career Technical Education Agriculture and Foundation standards.

Mitch Roth moved to approve the Agriculture Biology course outline with the addition so Career Technical Education Agriculture and Foundation standards. The motion was seconded.

Discussion followed with the below recommendations:

- i. Erin Thompson to email Will Jones for data comparing Agriculture Biology with regular Biology CST scores and results.
- ii. The agriculture department seek 1 section of Agriculture Biology for the 2011-2012 school year.
- iii. The agriculture advisory committee meet with the science department at THS to discuss how the course may affect their program and enrollment.

The motion passed, voice vote.

- 5) **Additional Items**-Jerry Clark asked for both a hard and electronic copy of the Advisory Committee materials for the AGED 520 class at Cal Poly. Erin Thompson agreed to provide him with the information.
- 6) **Next Meeting**-A meeting will be scheduled after data is collected by department members in regards to the Agriculture Biology Course.

Meeting was adjourned by President, John Wright at 7:45PM.

# **Templeton High School Agriculture Department**



## **Completed Program Plan**

The attached program plan is from Nolan Hildebrand, a student who graduated in 2010. Nolan currently attends Oklahoma State University as an Agriculture Communications Major. This year, Nolan is a state finalist in the Sheep Proficiency Area, the Regional Star Farmer, and will apply for his American FFA Degree.

# AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

A. Name                      Last Name                      First Name, MI                     

B. Gender: Male   x   Female           

C. Ethnicity/Race:                     

Are you Hispanic or Latino? (Check one): Yes            No   x  

The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.

American Indian or Alaskan Native           

Asian Indian           

Cambodian           

Chinese           

Hmong           

Japanese           

Korean           

Laotian           

Vietnamese           

Black or African American           

Filipino           

Guamanian           

Samoan           

Tahitian           

White   x  

H. Date:   9/15/2009  

I. Locator Data                     

Street Address:                     

City, Zip:                     

Phone Number:                     

Email:                     

Parent/Guardian Name (Print Full Name For Each):

Mr.                     

Miss/Mrs./Ms.                     

J. Program of Instruction Being Pursued: (Select Only One)

           Plant & Soil Science (4010)

           Animal Science (4020)

           Agricultural Mechanics (4030)

           Agricultural Business (4040)

           Ornamental Horticulture (4050)

           Forestry & Natural Resources (4060)

  x   Agriscience (4070)

K Please indicate below your plans after graduation from high school:

D. Year in Agriculture Program:   4th    
(1st, 2nd, 3rd, 4th)

E. Grade Level in School:   12th    
(9, 10, 11, 12)

F. I Am Taking This Course Because: (Select One)

  x   I plan a career in agriculture

           Not a career, just an interest in agriculture.

           Not interested, placed in class.

G. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis ( ) an occupation in agriculture you would enjoy doing.

Agriculture Teacher                     

1. Go to Work Full - Time                     

No Further Education                     

Some College Later                     

2. Go to College                     

Community College                     

Four Year College                        x  

Full-Time Student                        x  

Part-Time Student                     

Agriculture Major                        x  

Non-Agriculture Major                     

3. Go Into Military Service

## STUDENT PROGRAM PLANNING FORM

L. Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
School Year	2006-07	School Year	2007-08	School Year	2008-09	School Year	2009-10
Course		Course		Course		Course	
English 9		English 10		English 11		English 12	
Tutorial		Tutorial		Tutorial		Tutorial	
World Geography		Health/Drivers Ed		US History		Government/Econ	
Algebra I		Geometry		Algebra II		Statistics	
Biology		Earth Science		Chemistry		CAD II	
PE		PE		CAD I		CAD	
Spanish I		Spanish II		Welding II		Work Experience	
Intro to Ag Mechanics		Welding I		Spanish III		Reduced Day	

M. Supervised Agricultural Experience Plan (Project Program should be related to career goal).

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
Sheep Production	15	Sheep Production	20	Sheep Production	25	Sheep Production	32
		Market Steer	1	Market Steer	1		

N. Planned Department Activity (FFA)

Greenhand Conference	FFA Officer	State Degree	Project Competition
FFA Meetings	FFA Meetings	Project Competition	FFA Meetings
Project Competition	Chapter Degree	FFA Meetings	Proficiency Applicant
	MFE	ALA	State Conference

Parents/Guardians Signature: \_\_\_\_\_

# **Templeton High School Agriculture Department**



## **Proficiency Standards**

The attached proficiency standards were devised via the Santa Lucia Regional Occupational Program. Since the majority of our classes are ROP, we utilize these proficiency standards. Students are awarded certificates of completion at the conclusion of the course if they meet the standards.

# SANTA LUCIA REGIONAL OCCUPATIONAL PROGRAM

## COMPUTER AIDED DRAFTING

180 hours

*This certifies that the person named on this certificate has completed a Regional Occupational Program for training in this occupational area and is qualified to perform the following skills at the level indicated.*

### OCCUPATIONAL COMPETENCIES

### LEVEL ACQUIRED

Very  
High      High      Some      None

1.	Components of a CAD System – software, hardware log-on, auto CAD main menu, on screen prompts				
2.	Command line, absolute coordinates, relative coordinates, polar coordinates				
3.	Save, end, quit				
4.	Point, lines, circles, arcs, polylines, erase				
5.	Text, Mtext, offset, polygon, zoom, pan, redraw, regenerate, ortho, osnap				
6.	Window units, limits, grid, snap, layers				
7.	Drawings editor – erase, move, extend, undo, explode, stretch, redo, array, trim, scale, divide, fillet, rotate, mirror, chamfer, offset, break, measure, copy				
8.	Plotting, printing, create an electronic PDF				
9.	Blocks, theory, insert, attributes, wblock, block listings				
10.	Dimensioning, theory, placement, hatching				
11.	3-D generation and manipulation				
12.	Electronic transfers and manipulations				
	<b>Basic Skills</b>				
1	Student demonstrates proficiency in mathematical processes (measuring, computing, applying geometry etc.)				
2	Student demonstrates proficiency in communication processes (reading, writing, talking, listening)				
	<b>PERSONAL COMPETENCIES</b>				
1.	Maintain an appropriate appearance				
2.	Demonstrate ability to cooperate with others.				
3.	Work with minimal supervision				
4.	Demonstrate dependability in punctuality and attendance.				
5.	Produce an appropriate quality and quantity of work.				
6.	Exhibit safety consciousness.				
7.	Prepare a personal resume, letter of application				
8.	Complete a job application form.				
9.	Interview for a job confidently.				
10.	Demonstrates positive attitude				
11.	Demonstrates responsibility				
12.	Demonstrates initiative				
13.	Demonstrates leadership				

Certified By \_\_\_\_\_ Date \_\_\_\_\_  
(ROP Teacher)

# SANTA LUCIA REGIONAL OCCUPATIONAL PROGRAM

## COMPUTER AIDED DRAFTING

180 hours

*This certifies that the person named on this certificate has completed a Regional Occupational Program for training in this occupational area and is qualified to perform the following skills at the level indicated.*

### OCCUPATIONAL COMPETENCIES

### LEVEL ACQUIRED

Very  
High      High      Some      None

1.	Components of a CAD System – software, hardware log-on, auto CAD main menu, on screen prompts				
2.	Command line, absolute coordinates, relative coordinates, polar coordinates				
3.	Save, end, quit				
4.	Point, lines, circles, arcs, polylines, erase				
5.	Text, Mtext, offset, polygon, zoom, pan, redraw, regenerate, ortho, osnap				
6.	Window units, limits, grid, snap, layers				
7.	Drawings editor – erase, move, extend, undo, explode, stretch, redo, array, trim, scale, divide, fillet, rotate, mirror, chamfer, offset, break, measure, copy				
8.	Plotting, printing, create an electronic PDF				
9.	Blocks, theory, insert, attributes, wblock, block listings				
10.	Dimensioning, theory, placement, hatching				
11.	3-D generation and manipulation				
12.	Electronic transfers and manipulations				
	<b>Basic Skills</b>				
1	Student demonstrates proficiency in mathematical processes (measuring, computing, applying geometry etc.)				
2	Student demonstrates proficiency in communication processes (reading, writing, talking, listening)				
	<b>PERSONAL COMPETENCIES</b>				
1.	Maintain an appropriate appearance				
2.	Demonstrate ability to cooperate with others.				
3.	Work with minimal supervision				
4.	Demonstrate dependability in punctuality and attendance.				
5.	Produce an appropriate quality and quantity of work.				
6.	Exhibit safety consciousness.				
7.	Prepare a personal resume, letter of application				
8.	Complete a job application form.				
9.	Interview for a job confidently.				
10.	Demonstrates positive attitude				
11.	Demonstrates responsibility				
12.	Demonstrates initiative				
13.	Demonstrates leadership				

Certified By \_\_\_\_\_ Date \_\_\_\_\_  
(ROP Teacher)



This certifies that the person named on this certificate has completed a Regional Occupational Program for training in this occupational area and is qualified to perform the following skills at the level indicated.

**OCCUPATIONAL COMPETENCIES****LEVEL ACQUIRED**

Very

High

High

Some

None

Identification of plants and containers				
Selection of good quality plants				
Soil testing				
Identify and maintain common maintenance and pruning tools				
Stake plants, apply mulch				
Install annuals and bare root trees				
Install, plus read a tensiometer				
Cut and glue PVC pipe				
Prune fruit trees, ornamentals and roses				
Apply fertilizer according to labels, maintain fertilizer equipment				
Identify and control common weeds in a landscape				
Understand labels on pest control material, maintain pest control equipment				
Identify and control common insect pests, diseases in landscape				
Establish turf from seed, select species of turf for area				
Install sod				
Troubleshoot a small gas engine				
Adjust a carburetor, change oil and clean air filter				
Draw simple landscape plans				
Proper use of equipment.				
Documentation of applications				

**BASIC SKILLS / PERSONAL SKILLS**

Demonstrates proficiency in mathematical processes				
Demonstrates proficiency in communication processes (reading, writing, speaking, listening)				
Maintain an appropriate appearance				
Demonstrate ability to cooperate with others.				
Work with minimal supervision				
Demonstrate dependability in punctuality and attendance.				
Produce an appropriate quality and quantity of work				
Exhibit safety consciousness.				
Prepare a personal resume, letter of application, job application				
Interview for a job confidently.				
Demonstrates positive attitude and responsibility				
Demonstrates leadership and initiative				

Certified By \_\_\_\_\_ Date \_\_\_\_\_

(ROP Teacher)

School \_\_\_\_\_

This certifies that the person named on this certificate has completed a Regional Occupational Program for training in this occupational area and is qualified to perform the following skills at the level indicated.

**OCCUPATIONAL COMPETENCIES****LEVEL ACQUIRED**

	Very High	High	Some	None
Ability to follow safety guidelines				
Identify potential safety hazards				
Equipment Set up and adjustment				
E6010 All positions, all welds				
E6013 All positions, all welds				
E7018 All positions, all welds				
OAW Equipment set up and adjustment OAW				
OAW Welding Skills (fusion), all welds, all positions				
Flame Cutting				
Plasma Arc Cutting				
GTAW Equipment set up and adjustment				
GTAW Aluminum, flat, horizontal				
GMAW Equipment set up and adjustment				
GMAW Square Butt, flat				
GMAW Fillet Flat				
Job layout				
Welding Procedure				

**BASIC SKILLS / PERSONAL SKILLS**

Demonstrates proficiency in mathematical processes				
Demonstrates proficiency in communication processes (reading, writing, speaking, listening)				
Maintain an appropriate appearance				
Demonstrate ability to cooperate with others.				
Work with minimal supervision				
Demonstrate dependability in punctuality and attendance.				
Produce an appropriate quality and quantity of work				
Exhibit safety consciousness.				
Prepare a personal resume, letter of application, job application				
Interview for a job confidently.				
Demonstrates positive attitude and responsibility				
Demonstrates leadership and initiative				

Certified By \_\_\_\_\_ Date \_\_\_\_\_

(ROP Teacher)

School \_\_\_\_\_

This certifies that the person named on this certificate has completed a Regional Occupational Program for training in this occupational area and is qualified to perform the following skills at the level indicated.

**OCCUPATIONAL COMPETENCIES****LEVEL ACQUIRED**

	Very High	High	Some	None
Ability to follow safety guidelines				
Identify potential safety hazards				
Equipment Set up and adjustment				
E6010 All positions, all welds				
E6013 All positions, all welds				
E7018 All positions, all welds				
OAW Equipment set up and adjustment OAW				
OAW Welding Skills (fusion), all welds, all positions				
Flame Cutting				
Plasma Arc Cutting				
GTAW Equipment set up and adjustment				
GTAW Aluminum, flat, horizontal				
GMAW Equipment set up and adjustment				
GMAW Square Butt, flat				
GMAW Fillet Flat				
Job layout				
Welding Procedure				

**BASIC SKILLS / PERSONAL SKILLS**

Demonstrates proficiency in mathematical processes				
Demonstrates proficiency in communication processes (reading, writing, speaking, listening)				
Maintain an appropriate appearance				
Demonstrate ability to cooperate with others.				
Work with minimal supervision				
Demonstrate dependability in punctuality and attendance.				
Produce an appropriate quality and quantity of work				
Exhibit safety consciousness.				
Prepare a personal resume, letter of application, job application				
Interview for a job confidently.				
Demonstrates positive attitude and responsibility				
Demonstrates leadership and initiative				

Certified By \_\_\_\_\_ Date \_\_\_\_\_

(ROP Teacher)

School \_\_\_\_\_

This certifies that the person named on this certificate has completed a Regional Occupational Program for training in this occupational area and is qualified to perform the following skills at the level indicated.

**OCCUPATIONAL COMPETENCIES****LEVEL ACQUIRED**

	Very High	High	Some	None
Learn and understand the leadership categories and styles.				
Understand the concept of leadership development.				
Learn about human relations development.				
Learn about and evaluate current agriculture issues through oral and written book reviews, discussion, and debates.				
Learn how to communicate effectively in a meeting; public speaking.				
Enhance problem-solving and decision-making skills by participating in leadership activities in the FFA.				
Enhance employability skills through career preparation portfolios consisting of: resume, cover letter, job application, and interview simulation.				
INTERPERSONAL SKILLS - Students will understand key concepts on group dynamics, conflict resolution, and negotiation.				
Identify and discuss behaviors of an effective team.				
Strategies for conflict resolution and negotiation,				
Work cooperatively, share responsibilities, accept supervision and assume leadership roles.				
Demonstrate cooperative working relationships and proper etiquette across gender and cultural groups.				

**BASIC SKILLS / PERSONAL SKILLS**

Maintain an appropriate appearance				
Demonstrate dependability in punctuality and attendance.				
Prepare a personal resume, letter of application, job application				
Interview for a job confidently.				
Demonstrates positive attitude and responsibility				
Students will understand how personal skill development affects their employability.				
Prioritize tasks and meet deadlines.				
Understand the importance of initiative and leadership.				
Understand the importance of lifelong learning in a world of constantly changing technology.				

Certified By \_\_\_\_\_ Date \_\_\_\_\_

(ROP Teacher)

School \_\_\_\_\_

This certifies that the person named on this certificate has completed a Regional Occupational Program for training in this occupational area and is qualified to perform the following skills at the level indicated.

**OCCUPATIONAL COMPETENCIES****LEVEL ACQUIRED**

	Very High	High	Some	None
Proper safety skills used in the floral shop.				
Techniques in grading, bunching, and shipping cut flowers				
Care for tools and equipment.				
Basic principles and design elements of floral design.				
Procedures to increase life span of floral materials.				
Select healthy and marketable potted/ flowering plants.				
Demonstrate how to care for plants and plant structures.				
Identify and classify 50 floral crops, 50 indoor plants				
Demonstrate how to treat flowers correctly after field cutting or preparation				
Student identify 25 tools and equipment of the floriculture industry.				
Selection of correct flowers, wire and tape them for corsage work.				
Construct three types of corsages and boutonnieres.				
Student construct three types of corsages and boutonnieres.				
Effective advertising display.				
Two basic arrangements using basic design principles.				
Student identify foliage plants; identify required environ. conditions.				
Student list and demonstrate methods of creating color, harmony, scale, balance, texture, and depth in arrangements.				
Student construct holiday centerpiece arrangements.				
Student conduct and write a consultation for a special occasion.				
A knowledge of front and back shop procedures, while creating positive work environments with fellow employees and employers.				
Student demonstrate proper use of a cash register.				
Technique for drying and preserving flowers.				
Student is aware of current industry trends.				

**BASIC SKILLS / PERSONAL SKILLS**

Demonstrates proficiency in mathematical processes				
Demonstrates proficiency in communication processes (reading, writing, speaking, listening)				
Maintain an appropriate appearance				
Demonstrate ability to cooperate with others.				
Work with minimal supervision				
Demonstrate dependability in punctuality and attendance.				
Produce an appropriate quality and quantity of work				
Exhibit safety consciousness.				
Prepare a personal resume, letter of application, job application				
Interview for a job confidently.				
Demonstrates positive attitude and responsibility				
Demonstrates leadership and initiative				

Certified By \_\_\_\_\_ Date \_\_\_\_\_

(ROP Teacher)

School \_\_\_\_\_

# SANTA LUCIA REGIONAL OCCUPATIONAL PROGRAM

## CONSTRUCTION TECHNOLOGY

360 hours

*This certifies that the person named on this certificate has completed a Regional Occupational Program for training in this occupational area and is qualified to perform the following skills at the level indicated.*

OCCUPATIONAL COMPETENCIES		Very High	High	Some	None
	<b>SAFETY</b>				
	Recognize and use correct safety equipment				
	Anticipate safety concerns & take remedial action				
	Support safety practices in others				
	<b>Tools</b>				
	Identify and use required hand tools				
	Identify and use portable power tools				
	Identify and use proper stationary tools				
	Maintain tools				
	Instruct others in proper use of tools				
	Coverage of the OSHA act				
	<b>Tool Use</b>				
	Identify and use required hand tools				
	Identify and use portable power tools				
	Identify and use proper stationary tools				
	Maintain tools				
	Instruct other in proper use of tools				
	<b>Material usage</b>				
	Identify applicable construction materials				
	Recommend appropriate alternatives to material special considerations				
	Estimate materials from plans				
	Create plans from existing conditions for order materials				
	Order materials				
	Store and protect materials				
	Return and recycle materials				
	Identify and apply appropriate measuring, fitting, cutting and assemble practices				
	<b>Plans and codes</b>				
	Read blue prints to locate and construct building parts				
	Basic understanding of applicable building code				



	Create construction details for building from existing conditions				
	<b>Building code</b>				
	Understanding of City and County Building regulations purpose				
	Understanding the City and County Inspection process				
	<b>Foundation</b>				
	Types of foundations				
	How forms are built				
	Terminology use in the industry				
	Use of transit				
	<b>Concrete</b>				
	Chemical make up (safety)				
	Types of concrete				
	Pouring techniques				
	Physics (stress-strain)				
	How to read and interpret engineering specifications				
	<b>House floor and sill construction</b>				
	Layout				
	Understanding of use and construction of Sill, post, girders, joists and sub-floor				
	<b>Floor plan layout</b>				
	understanding and construction of bottom plates walls and openings				
	<b>Preassembly</b>				
	Roof trusses and framing				
	Headers and cripples				
	<b>Plumbing</b>				
	Understanding and application of layout				
	Tool use and care				
	Understanding of code				
	<b>Assembly</b>				
	Construction of walls (studs, headers, etc)				
	Roof trusses or rafters				
	Sheathing and insulation				
	<b>Electrical</b>				
	Understanding and application of simple layout				
	Tools and care				
	Understanding of basic code				
	<b>Roofing</b>				
	Understanding and construction of decking				
	Application of composition roofing materials				
	<b>Exterior finish</b>				
	Window installation and doors				

	Siding				
	Painting				
	Interior walls				
	Applying sheet rock, taping, texturing and various other finishes				
	Application of basic jambs, doors and trim				
	Preparation for cabinet installation				
	Cleanup				
	Windows				
	Check for defects and repair				
	General clean-up for house				
	Basic Skills				
	Student demonstrates proficiency in mathematical processes (measuring, computing applying Trigonometry etc.				
	Student demonstrates proficiency in communication processes (reading, writing, talking, listening)				
	Career Preparation Competencies				
	Demonstrate an awareness of career opportunities in the field of construction				
	Describe the qualifications of an ideal construction worker				
	Written letter of application, develop a resume complete an application and interview				
	Dependability				
	Follow instructions				
	Work attitude				
	Employer relations				
	Honesty				

Student received a OSHA Safety Certificate

Certified By \_\_\_\_\_ Date \_\_\_\_\_

(ROP Teacher)

School: \_\_\_\_\_



## NURSERY/GREENHOUSE MANAGEMENT

This certifies that the person named on this certificate has completed a Regional Occupational Program for training in this occupational area and is qualified to perform the following skills at the level indicated

**LEVEL ACQUIRED**  
Very High High Some None

- |    |    |    |     |
|----|----|----|-----|
| 1  | 2  | 3  | 4   |
| 5  | 6  | 7  | 8   |
| 9  | 10 | 11 | 12  |
| 13 | 14 | 15 | 16  |
| 17 | 18 | 19 | 20  |
| 21 | 22 | 23 | 24  |
| 25 | 26 | 27 | 28  |
| 29 | 30 | 31 | 32  |
| 33 | 34 | 35 | 36  |
| 37 | 38 | 39 | 40  |
| 41 | 42 | 43 | 44  |
| 45 | 46 | 47 | 48  |
| 49 | 50 | 51 | 52  |
| 53 | 54 | 55 | 56  |
| 57 | 58 | 59 | 60  |
| 61 | 62 | 63 | 64  |
| 65 | 66 | 67 | 68  |
| 69 | 70 | 71 | 72  |
| 73 | 74 | 75 | 76  |
| 77 | 78 | 79 | 80  |
| 81 | 82 | 83 | 84  |
| 85 | 86 | 87 | 88  |
| 89 | 90 | 91 | 92  |
| 93 | 94 | 95 | 96  |
| 97 | 98 | 99 | 100 |

CERTIFIED BY: \_\_\_\_\_ DATE \_\_\_\_\_  
(ROP TEACHER)

# **Templeton High School Agriculture Department**



## **Credentials**

The following were issued during the Summer of 2010.



*By virtue of the authority vested in the Commission  
on Teacher Credentialing in recognition of preparation to serve  
in California public schools*

**ERIN KIRSTEN THOMPSON**

*is hereby awarded a*

**Clear Specialist Instruction Credential (Agriculture)**

AUTHORIZED SUBJECT(S):  
Agriculture



*By virtue of the authority vested in the Commission  
on Teacher Credentialing in recognition of preparation to serve  
in California public schools*

**ERIN KIRSTEN THOMPSON**

*is hereby awarded a*

**Clear Single Subject Teaching Credential**

AUTHORIZED SUBJECT(S):  
Agriculture

# **Templeton High School Agriculture Department**



## **Calendar**

The calendar of chapter activities is color coded as per our school block schedule. This calendar is submitted to the site secretary so all chapter events can be placed on the school and district calendars as well.

# August 2010

## Monthly Planner

Done	Priority	Description	Due Date

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25 1st Day of School!	26	27	28 School Farm Clean-Up Day
29	30	31	<div> <div> Jul 2010  S M T W T F S  4 5 6 7 8 9 10  11 12 13 14 15 16 17  18 19 20 21 22 23 24  25 26 27 28 29 30 31 </div> <div> Sep 2010  S M T W T F S  5 6 7 8 9 10 11  12 13 14 15 16 17 18  19 20 21 22 23 24 25  26 27 28 29 30 </div> </div>			

*September 2010*

## Monthly Planner

[illegible]

Sunday							Monday							Tuesday							Wednesday							Thursday							Friday							Saturday																																																																																																								
<div><div>Aug 2010</div><table><tr><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr><tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr><tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr><tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr><tr><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td><td></td></tr></table></div> <div><div>Oct 2010</div><table><tr><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr><tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr><tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr><tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr><tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr><tr><td>31</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table></div>																												S	M	T	W	T	F	S	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					S	M	T	W	T	F	S						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31							1							2							3 Officer Meeting @6:45am Ms.Schroeder							4						
S	M	T	W	T	F	S																																																																																																																																												
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31																																																																																																																																																		
5							6 Holiday							7 FFA Meeting @6:30 (Matt's)							8							9							10 Officer Meeting @6:45am (Matt's)							11																																																																																																								
12							13 Pass Out Drive-Thru BBQ Tickets							14							15							16							17							18																																																																																																								
19							20							21							22							23							24							25																																																																																																								
26 Go 4 Gold Games! 3-6pm							27							28							29							30																																																																																																																						

*October 2010*

## Monthly Planner

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Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday																																																																																			
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3 Drive-Thru BBQ Prep @ 3:30 @ VES	4 Drive-Thru BBQ	5 FFA Meeting In: MPR @ 6:30pm (George)	6	7	8 Officer Meeting @6:45am (Lainey)	9 COLC Hollister																																																																																			
10 COLC Hollister	11 Staff Development Day Sectional O&c	12	13	14 Greenhand Conference	15	16																																																																																			
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				National FFA Convention																																																																																					
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National FFA Convention																																																																																									
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# November 2010

## Monthly Planner

Done	Priority	Description	Due Date

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	<b>1</b> Start Clothe the Needy	<b>2</b> FFA Meeting In: MPR @ 6:30pm (Amy's)	<b>3</b> Chapter Creed @ 3:30pm	<b>4</b>	<b>5</b> Officer Meeting @ 6:45am Ms. Thompson	<b>6</b>
<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b> Holiday	<b>12</b> Holiday	<b>13</b> CRFG meeting
<b>14</b>	<b>15</b> Pass Out Drive-Thru BBQ Tickets	<b>16</b> Sectional Creed & BIG	<b>17</b>	<b>18</b>	<b>19</b> End Clothe the Needy!	<b>20</b>
					New Professionals	
<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>
				Thanksgiving Break		
<b>28</b>	<b>29</b> Collect Drive-Thru BBQ Tickets Start Toys-4Tots	<b>30</b>	<div> <div> Oct 2010  S M T W T F S  3 4 5 6 7 8 9  10 11 12 13 14 15 16  17 18 19 20 21 22 23  24 25 26 27 28 29 30  31 </div> <div> Dec 2010  S M T W T F S  1 2 3 4  5 6 7 8 9 10 11  12 13 14 15 16 17 18  19 20 21 22 23 24 25  26 27 28 29 30 31 </div> </div>			

*December 2010*

## Monthly Planner

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Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday																																																																																											
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12	13 CATA Road Show	14	15	16	17 End Toys 4 Tots Minimum Day Local Manuscripts Due	18																																																																																											
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*January 2011*

## Monthly Planner

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2	3 Officer Meeting @6:45am (Kayla's) Start Can Food Drive	4 FFA Meeting In: MPR @6:30pm (Kayla's)	5	6	7 Local Public Speaking Contest's @3:30	8 SLO Sectional Barn Dance
9	10	11	12	13	14 Mid-Year Retreat: Shaver Lake	15
<div> <div> Mid-Year Retreat: </div> <div> Finals - Minimum Day </div> </div>						
16 Mid-Year Retreat:	17 Martin Luther King Holiday	18	19 SLO Section Manuscripts Due	20	21 MFE and ALA	22
23	24	25	26	27	28 End Can Food Drive	29 Reedley Mid-Winter State Finals
30	31					

*February 2011*

## Monthly Planner

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		1 All Awards Apps Duel	2	3	4	5																																																																																											
6	7	8 Proficiency Applications Due	9	10 SLO Section Public Speaking Contest	11 Lincoln's Holiday	12																																																																																											
13	14	15	16	17	18 Officer Meeting @ 6:45am (Cierra)	19																																																																																											
20	21 Washington's Holiday	22 Ice Cream Social	23 All Ag BBQ	24 Farm Olympics	25 Game Night Officer Meeting @ 6:45am Mr.Hildebrand	26																																																																																											
		National FFA Week																																																																																															
27 Regional Officer Screening	28 South Coast Regional Meeting	<div> <div> Jan 2011 <table> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td><td></td></tr> </table> </div> <div> Mar 2011 <table> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr> </table> </div> </div>					S	M	T	W	T	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						S	M	T	W	T	F	S				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
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*March 2011*

## Monthly Planner

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<div>6</div>	<div>7</div> <div>Local Project Competition</div>	<div>8</div> <div>CATA Meeting @Coast Union</div> <div>Sec Project Comp Names Due</div>	<div>9</div>	<div>10</div> <div>Donkey Basketball</div>	<div>11</div> <div>Chapter Officer Applications Due</div>	<div>12</div>																																										
<div>13</div>	<div>14</div>	<div>15</div> <div>Chapter Officer Screening</div>	<div>16</div>	<div>17</div>	<div>18</div> <div>South Coast Regional Meeting</div>	<div>19</div>																																										
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3	4	5 FFA Meeting In: PAC @6:30pm (Parker's)	6	7 SLO Section Project Comp Banquet @6pm	8 Officer Meeting @6:45am Ms.Schroeder  Sports Night	9																																																																																				
10	11	12	13	14 State Leadership Contest Finals	15 Parli Pro State Finals	16 <div>State Conference</div>																																																																																				
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# May 2011

## Monthly Planner

Done	Priority	Description	Due Date

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday																																																																																				
1	2	3	4	5	6	7 State Finals																																																																																				
8	9 Officer Banquet Planning Meeting @ 3:30pm	10	11	12	13	14																																																																																				
			King City Fair																																																																																							
15  King City Fair	16	17 SLO Section Officer Screening	18	19	20	21																																																																																				
22	23	24 Chapter Banquet	25	26	27	28																																																																																				
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## Monthly Planner

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# **Templeton High School Agriculture Department**



## **Daily Logs**

I keep a record of extended service binder in my office. This allows me to account for hours and mileage spent doing departmental business outside of the regular school day.

Start at  
TMS

TEMPLETON HIGH SCHOOL VO-AG DEPARTMENT

Record of Extended Service by Thompson

For the Period 6/20/10 to 6/26/10

Day of Week	Description of Activity	Mileage		Hours
		D	P	
Monday	CATA Conference		10	6
Tuesday	CATA Conference		10	6
Wednesday	CATA Conference		10	6
Thursday	CATA Conference Project Visits Showmanship	10	70	8
Friday				
Saturday				
Sunday				
TOTAL FOR THE WEEK		10	100	
TOTAL FORWARD		-	-	-
TOTAL TO DATE		10	100	26

End of 2009-2010  
year

TEMPLETON HIGH SCHOOL VO-AG DEPARTMENT

Record of Extended Service by Thompson

For the Period 6/27/10 to 7/4/10

Day of Week	Description of Activity	Mileage		Hours
		D	P	
Monday 6/27	Paperwork Dept. Mtg.		60	3
Tuesday				
Wednesday				
Thursday 6/30	Project visits Showmanship Paperwork	70 miles	60	7
Friday				
Saturday				
Sunday				
TOTAL FOR THE WEEK		70	120	10
TOTAL FORWARD				
TOTAL TO DATE		70	120	10

TEMPLETON HIGH SCHOOL VO-AG DEPARTMENT

Record of Extended Service by Thompson

For the Period 7/5/10 to 7/11/10

Day of Week	Description of Activity	Mileage		Hours
		D	P	
Monday 7/5	Staff Mtg - Calendar Responsibilities Conference Forms		60	2
Tuesday 7/6	Rolc Bass Lake	250	30	24
Wednesday 7/7	" "			24
Thursday 7/8	" "			24
Friday 7/9	" "	250	30	5
Saturday 7/10				
Sunday 7/11	Showmanship		60	1
TOTAL FOR THE WEEK		500	180	80
TOTAL FORWARD		70	120	10
TOTAL TO DATE		570	300	90

# TEMPLETON HIGH SCHOOL VO-AG DEPARTMENT

Record of Extended Service by Thompson

For the Period 7/12/10 to 7/18/10

Day of Week	Description of Activity	Mileage		Hours
		D	P	
Monday	Grant writing			1
Tuesday				
Wednesday				
Thursday	Project visits classroom clean up showmanship	70	60	10
Friday				
Saturday				
Sunday				
TOTAL FOR THE WEEK		70	60	10
TOTAL FORWARD		570	360	90
TOTAL TO DATE		640	360	100

# TEMPLETON HIGH SCHOOL VO-AG DEPARTMENT

Record of Extended Service by Thompson

For the Period 7/19 to 7/25

Day of Week	Description of Activity	Mileage		Hours
		D	P	
Monday	Tack to Fair Set up water	10	60	4
Tuesday	Project visit	5	60	1
Wednesday	Retreat preparation		10	3
Thursday	Clipping hogs		60	4
Friday	Tack to Fair	5	60	2
Saturday				
Sunday	Fair		30	8
TOTAL FOR THE WEEK		20	280	22
TOTAL FORWARD		570	300	90
TOTAL TO DATE		590	580	112

TEMPLETON HIGH SCHOOL VO-AG DEPARTMENT

Record of Extended Service by Thompson

For the Period 7/26 to 8/1

Day of Week	Description of Activity	Mileage		Hours
		D	P	
Monday	Fair			24
Tuesday	Fair			24
Wednesday	Fair			24
Thursday	Fair			24
Friday	Fair			24
Saturday	Fair			24
Sunday	Fair		30	21
TOTAL FOR THE WEEK			30	165
TOTAL FORWARD		590	580	112
TOTAL TO DATE		590	610	277

# TEMPLETON HIGH SCHOOL VO-AG DEPARTMENT

Record of Extended Service by Thompson

For the Period 8/2 to 8/8

Day of Week	Description of Activity	Mileage		Hours
		D	P	
Monday	Tack out of fair Retreat preparation	15	60	4
Tuesday	Officer Retreat		60	11
Wednesday	Paperwork Set-up with site Secretary		60	2
Thursday	Soaring Eagle Mtg Grant Requests Retreat Wrap-up		60	1
Friday				
Saturday				
Sunday				
TOTAL FOR THE WEEK		15	240	18
TOTAL FORWARD		590	610	277
TOTAL TO DATE		605	850	295



TEMPLETON HIGH SCHOOL VO-AG DEPARTMENT

Record of Extended Service by Thompson

For the Period 8/9 to 8/15

Day of Week	Description of Activity	Mileage		Hours
		D	P	
Monday				
Tuesday				
Wednesday				
Thursday	Cales to Swine kids Regarding check pick-up			1
Friday				
Saturday				
Sunday				
TOTAL FOR THE WEEK				1
TOTAL FORWARD		605	850	295
TOTAL TO DATE		605	850	296

TEMPLETON HIGH SCHOOL VO-AG DEPARTMENT

Record of Extended Service by Thompson

For the Period 8/16 to 8/22

Day of Week	Description of Activity	Mileage		Hours
		D	P	
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday	Ag Issues Research			1
Sunday				
TOTAL FOR THE WEEK				1
TOTAL FORWARD		605	850	296
TOTAL TO DATE		605	850	297

# TEMPLETON HIGH SCHOOL VO-AG DEPARTMENT

Record of Extended Service by Thompson

For the Period 8/23 to 8/29

Day of Week	Description of Activity	Mileage		Hours
		D	P	
Monday				
Tuesday				
Wednesday				
Thursday				
Friday	Chapter Apparel		10	1
Saturday	School farm clean up		60	5
Sunday	Picked up plugs from N HS		40	1
TOTAL FOR THE WEEK			110	7
TOTAL FORWARD		605	850	297
TOTAL TO DATE		605	960	304

# TEMPLETON HIGH SCHOOL VO-AG DEPARTMENT

Record of Extended Service by Thompson

For the Period 8/30 to 9/5

Day of Week	Description of Activity	Mileage		Hours
		D	P	
Monday				
Tuesday	SLO CATA mtg.	50		4
Wednesday				
Thursday	Stagg mtg. CTA BBK OLC Practice			2
Friday	Office mtg.			
Saturday	Classroom Clean-up Classroom Supplies		70	5
Sunday				
TOTAL FOR THE WEEK		50	70	11
TOTAL FORWARD		605	960	304
TOTAL TO DATE		655	1050	315

# TEMPLETON HIGH SCHOOL VO-AG DEPARTMENT

Record of Extended Service by Thompson

For the Period 9/6 to 9/12

Day of Week	Description of Activity	Mileage		Hours
		D	P	
Monday				
Tuesday	Chapter mtg. Set-up and execution			4
Wednesday				
Thursday	Departmental mtg. School Supplies		5	2
Friday	Officer mtg. weighed pig			2
Saturday	SOLC		50	3
Sunday				
TOTAL FOR THE WEEK			55	11
TOTAL FORWARD		655	1050	315
TOTAL TO DATE		655	1105	326

# TEMPLETON HIGH SCHOOL VO-AG DEPARTMENT

Record of Extended Service by Thompson

For the Period 9/13 to 9/19

Day of Week	Description of Activity	Mileage		Hours
		D	P	
Monday	HV: [REDACTED] HV: [REDACTED] Paperwork	10		3
Tuesday	HV: [REDACTED] HV: [REDACTED]		2	3
Wednesday	Livestock Practice			2
Thursday	Grapevine Practice HV: [REDACTED] Go for Gold Supply Shopping		15	4
Friday	Schod. supply pick-up			1
Saturday				
Sunday	Washed Dropped off materials		60	2
TOTAL FOR THE WEEK		10	77	15
TOTAL FORWARD		655	1105	326
TOTAL TO DATE		665	1182	341

# TEMPLETON HIGH SCHOOL VO-AG DEPARTMENT

Record of Extended Service by Thompson

For the Period 9/20 to 9/26

Day of Week	Description of Activity	Mileage		Hours
		D	P	
Monday	Open/Closing Practice			1
Tuesday	H.V. [REDACTED] H.V. [REDACTED]		15	3
Wednesday	Livestock Practice			2
Thursday				
Friday				
Saturday				
Sunday	Go for the Gold Games Supply pick-up		70	5
TOTAL FOR THE WEEK			85	11
TOTAL FORWARD		665	1182	341
TOTAL TO DATE		665	1267	352

TEMPLETON HIGH SCHOOL VO-AG DEPARTMENT

Record of Extended Service by Thompson

For the Period 9/27 to 10/3

Day of Week	Description of Activity	Mileage		Hours
		D	P	
Monday	H.V. [REDACTED] Open + Closing Practice			1
Tuesday	H.V. [REDACTED]			1
Wednesday	Livestock Practice			2
Thursday	H.V. [REDACTED] Grape Vine practice Staff mtg		15	4
Friday	OC Practice Officer mtg.			2
Saturday				
Sunday	Drive Thru Set-up		60	4
TOTAL FOR THE WEEK			75	14
TOTAL FORWARD		665	1267	352
TOTAL TO DATE		665	1342	366



# TEMPLETON HIGH SCHOOL VO-AG DEPARTMENT

Record of Extended Service by Thompson

For the Period 10/4 to 10/10

Day of Week	Description of Activity	Mileage		Hours
		D	P	
Monday	Drive Thru BBQ			4
Tuesday	Olc Practice Greenhand Day Chapter Mtg.			6
Wednesday	Sect. Olc contest Dept. Mtg.	60		7
Thursday	H.V. [REDACTED] Grapevine Practice		20	3
Friday	H.V. [REDACTED] Officer mtg			2
Saturday	COLC Hollister	130	30	15
Sunday	COLC Hollister	130	30	14
TOTAL FOR THE WEEK		320	80	51
TOTAL FORWARD		665	1342	366
TOTAL TO DATE		985	1422	417

TEMPLETON HIGH SCHOOL VO-AG DEPARTMENT

Record of Extended Service by Thompson

For the Period 10/11 to 10/17

Day of Week	Description of Activity	Mileage		Hours
		D	P	
Monday				
Tuesday	Advisory Committee mtg.			5
Wednesday				
Thursday	Greenhand Conference H.V. [REDACTED]	20		3
Friday	H.V. [REDACTED]			1
Saturday				
Sunday				
TOTAL FOR THE WEEK		20		9
TOTAL FORWARD		985	1422	417
TOTAL TO DATE		1005	1422	426

# TEMPLETON HIGH SCHOOL VO-AG DEPARTMENT

Record of Extended Service by Thompson

For the Period 10/18 to 10/24

Day of Week	Description of Activity	Mileage		Hours
		D	P	
Monday				
Tuesday				
Wednesday	Cutting Horse Show Irrigation Supplies	30		4
Thursday				
Friday				
Saturday	THS Tree Planting		60	5
Sunday				
TOTAL FOR THE WEEK		30	60	9
TOTAL FORWARD		1005	1422	426
TOTAL TO DATE		1035	1482	435

# TEMPLETON HIGH SCHOOL VO-AG DEPARTMENT

Record of Extended Service by Thompson

For the Period 10/25 to 10/31

Day of Week	Description of Activity	Mileage		Hours
		D	P	
Monday	H.V. [REDACTED]		2	1
Tuesday	Nutrena Feeds Presentation Farm Supply + \$ store for Project Supplies	15	2	5
Wednesday	Livestock Practice Supply Shopping	15	5	2
Thursday	H.V. [REDACTED] Grapewine Practice			2
Friday	Officer Meeting			1
Saturday				
Sunday				
TOTAL FOR THE WEEK		30	9	11
TOTAL FORWARD		1035	1482	435
TOTAL TO DATE		1065	1491	446

# TEMPLETON HIGH SCHOOL VO-AG DEPARTMENT

Record of Extended Service by Thompson

For the Period 11/1 to 11/7

Day of Week	Description of Activity	Mileage		Hours
		D	P	
Monday	Creed Practice Prepared Practice			2
Tuesday	Supply Shopping Chapter meeting	10		5
Wednesday	Local Creed Contest Guest Speaker ATA Cal Poly Staff Mtg/Dept.		10	6
Thursday	Grapewine Practice officer meeting Prep.+Shop.		10	2
Friday	officer meeting			1
Saturday				
Sunday				
TOTAL FOR THE WEEK		10	20	16
TOTAL FORWARD		1065	1491	446
TOTAL TO DATE		1075	1511	462

# TEMPLETON HIGH SCHOOL VO-AG DEPARTMENT

Record of Extended Service by Thompson

For the Period 11/8 to 11/14

Day of Week	Description of Activity	Mileage		Hours
		D	P	
Monday	Creed Practice			1
Tuesday	Vine Practice			1
Wednesday	Creed Practice CRFG Set-up			2
Thursday				
Friday	Departmental Brochure Development			1
Saturday	CRFG mtg. Creed Practice Football Game Supply Collecting	60	60	13
Sunday	Founders Day		60	7
TOTAL FOR THE WEEK		60	120	25
TOTAL FORWARD		1075	1511	462
TOTAL TO DATE		1135	1631	487

TEMPLETON HIGH SCHOOL VO-AG DEPARTMENT

Record of Extended Service by Thompson

For the Period 11/15 to 11/21

Day of Week	Description of Activity	Mileage		Hours
		D	P	
Monday	Creed Practice			1
Tuesday	Sectional Creed 1B16 Contest	20		5
Wednesday				
Thursday	New Professionals	120		18
Friday	New Professionals	120		18
Saturday				
Sunday				
TOTAL FOR THE WEEK		260		42
TOTAL FORWARD		1135	1631	487
TOTAL TO DATE		1395	1631	529

TEMPLETON HIGH SCHOOL VO-AG DEPARTMENT

Record of Extended Service by Thompson

For the Period 11/22 to 11/28

Day of Week	Description of Activity	Mileage		Hours
		D	P	
Monday	Floral Supplies		10	1
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday	Sub Plans		60	2
Sunday				
TOTAL FOR THE WEEK			70	3
TOTAL FORWARD		1395	1631	529
TOTAL TO DATE		1395	1701	532



# TEMPLETON HIGH SCHOOL VO-AG DEPARTMENT

Record of Extended Service by Thompson

For the Period 11/29 to 12/45

Day of Week	Description of Activity	Mileage		Hours
		D	P	
Monday				
Tuesday	NAAE Conference	480		18
Wednesday	NAAE Conference			24
Thursday	NAAE Conference			24
Friday	NAAE Conference			24
Saturday	NAAE Conference	480	2 400	24
Sunday	Drive Thru Prep		60	3
TOTAL FOR THE WEEK		960	460	117
TOTAL FORWARD		1395	1701	532
TOTAL TO DATE		2355	2161	649

# TEMPLETON HIGH SCHOOL VO-AG DEPARTMENT

Record of Extended Service by Thompson

For the Period 12/6 to 12/12

Day of Week	Description of Activity	Mileage		Hours
		D	P	
Monday	Drive Thru BBQ			4
Tuesday	FFA mtg. Supply Shopping (Final)	5		5
Wednesday	Extemp. Practice			1
Thursday	Golf Practice	20		2
Friday	Officer Meeting			1
Saturday				
Sunday				
TOTAL FOR THE WEEK		25		13
TOTAL FORWARD		2355	2161	649
TOTAL TO DATE		2380	2161	662

TEMPLETON HIGH SCHOOL VO-AG DEPARTMENT

Record of Extended Service by Thompson

For the Period 12/13 to 12/19

Day of Week	Description of Activity	Mileage		Hours
		D	P	
Monday	CATA Road Show		10	6
Tuesday	Vine Practice	20		2
Wednesday	Extemp Practice			1
Thursday	Vine Practice	20		2
Friday				
Saturday				
Sunday				
TOTAL FOR THE WEEK		40	10	11
TOTAL FORWARD		2380	2161	662
TOTAL TO DATE		2420	2171	673

# TEMPLETON HIGH SCHOOL VO-AG DEPARTMENT

Record of Extended Service by Thompson

For the Period 12/20 to 12/26

Day of Week	Description of Activity	Mileage		Hours
		D	P	
Monday				
Tuesday				
Wednesday	Extemp Practice State Deques		60	5
Thursday				
Friday				
Saturday				
Sunday				
TOTAL FOR THE WEEK			60	5
TOTAL FORWARD		2420	2171	673
TOTAL TO DATE		2420	2231	678

# TEMPLETON HIGH SCHOOL VO-AG DEPARTMENT

Record of Extended Service by Thompson

For the Period 12/27 to 1/2

Day of Week	Description of Activity	Mileage		Hours
		D	P	
Monday	Greenheart Farms Get Roses		30	1
Tuesday	State Degrees Swine Paperwork			5
Wednesday	State Degrees Proficiencies		60	4
Thursday				
Friday				
Saturday	Swine Paperwork			1
Sunday	State Degrees			2
TOTAL FOR THE WEEK			90	13
TOTAL FORWARD		2420	2231	678
TOTAL TO DATE		2420	2321	691

# TEMPLETON HIGH SCHOOL VO-AG DEPARTMENT

Record of Extended Service by Thompson

For the Period 1/3 to 1/9

Day of Week	Description of Activity	Mileage		Hours
		D	P	
Monday	Officer Meeting State Degree			4
Tuesday	State Degree Chapter Meeting			4
Wednesday	State Degree			2
Thursday	Vine Pruning Job Interview Prep.	20		4
Friday	Officer Meeting Local Speaking Contest			4
Saturday	Prepared manuscripts Star Farmer App.			4
Sunday	Prepared manuscripts			4
TOTAL FOR THE WEEK		20		26
TOTAL FORWARD		2420	2321	691
TOTAL TO DATE		2440	2321	717

# TEMPLETON HIGH SCHOOL VO-AG DEPARTMENT

Record of Extended Service by Thompson

For the Period 1/10 to 1/16

Day of Week	Description of Activity	Mileage		Hours
		D	P	
Monday				
Tuesday	Extemp. Practice			3
Wednesday	Grapevine Practice	30		4
Thursday	Dept. Mtg. State Degree Scoring Board Mtg.	20		7
Friday	Grapevine	30		4
Saturday	Fowler Grapevine Contest	225	60	15
Sunday				
TOTAL FOR THE WEEK		305	60	33
TOTAL FORWARD		2440	2321	717
TOTAL TO DATE		2745	2381	750

# TEMPLETON HIGH SCHOOL VO-AG DEPARTMENT

Record of Extended Service by Thompson

For the Period 1/17 to 1/23

Day of Week	Description of Activity	Mileage		Hours
		D	P	
Monday	Student Teacher Orientation Project visit: [REDACTED]	30	60	3
Tuesday	Gine Practice	30		2
Wednesday	Extemp. Sectional Speaking Collection and Sorting Delivery to manuscript judge		5	3
Thursday	Gine Practice Fuel Vans			2
Friday	MFE/ALA	30		12
Saturday	MFE/ALA Project visit: [REDACTED]	30	5	13
Sunday				
TOTAL FOR THE WEEK		120	70	35
TOTAL FORWARD		2745	2381	750
TOTAL TO DATE		2865	2451	785



# TEMPLETON HIGH SCHOOL VO-AG DEPARTMENT

Record of Extended Service by Thompson

For the Period 1/24 to 1/30

Day of Week	Description of Activity	Mileage		Hours
		D	P	
Monday	Speaking Practice Project Visit: [REDACTED]		15	3
Tuesday	Vine Pruning practice	30		2
Wednesday	Speaking Practice Project Visit: [REDACTED]		30	3
Thursday	Grapevine Practice			
Friday				
Saturday	Reedley Vine Field Day	225	60	12
Sunday	Proficiency Apps			
TOTAL FOR THE WEEK		255	105	20
TOTAL FORWARD		2865	2451	785
TOTAL TO DATE		3120	2556	805

# TEMPLETON HIGH SCHOOL VO-AG DEPARTMENT

Record of Extended Service by Thompson

For the Period 1/31 to 2/6

Day of Week	Description of Activity	Mileage		Hours
		D	P	
Monday	Speaking Practice			2
Tuesday	Vine Practice			1
Wednesday	Proficiency Apps.			1
Thursday	Vine practice	30		2
Friday	Project Visit: [REDACTED] Proficiency Apps.	30		3
Saturday	Fresno Mid-Winter Judging Finals	250	60	12
Sunday				
TOTAL FOR THE WEEK		310	60	21
TOTAL FORWARD		3120	2556	805
TOTAL TO DATE		3430	2616	826

# TEMPLETON HIGH SCHOOL VO-AG DEPARTMENT

Record of Extended Service by Thompson

For the Period 2/7 to 2/13

Day of Week	Description of Activity	Mileage		Hours
		D	P	
Monday	Speaking Practice CFFA Speaking Presentation	60		4
Tuesday	Speaking Practice Proficiency Scoring Kochito pick-up roses	90		9
Wednesday	Speaking Practice Flowers for girls basketball			2
Thursday	Sectional Speaking Contest			6
Friday	Livestock Practice Parent mtg: <span style="background-color: black; color: black;">[REDACTED]</span> Proficiency Apps			7
Saturday				
Sunday				
TOTAL FOR THE WEEK		150		28
TOTAL FORWARD		3430	2616	826
TOTAL TO DATE		3580	2616	854

# TEMPLETON HIGH SCHOOL VO-AG DEPARTMENT

Record of Extended Service by Thompson

For the Period 2/14 to 2/20

Day of Week	Description of Activity	Mileage		Hours
		D	P	
Monday	Livestock Practice Proficiency Apps.			3
Tuesday	Proficiency Apps. Fair Paperwork			2
Wednesday	Speaking Practice Star Farmer App			3
Thursday	Livestock Practice			2
Friday				
Saturday	Bonanza-observed Student Projects			2
Sunday	Floral Supply Shopping		10	1
TOTAL FOR THE WEEK			10	13
TOTAL FORWARD		3580	2616	854
TOTAL TO DATE		3580	2626	867

# TEMPLETON HIGH SCHOOL VO-AG DEPARTMENT

Record of Extended Service by Thompson

For the Period 2/21 to 2/27

Day of Week	Description of Activity	Mileage		Hours
		D	P	
Monday				
Tuesday				
Wednesday	Speaking Practice Bow making Cooking for Teacher BBQ			3
Thursday	Livestock Practice			2
Friday	FFA Game Night			6
Saturday				
Sunday				
TOTAL FOR THE WEEK				11
TOTAL FORWARD		3580	2626	867
TOTAL TO DATE		3580	2626	878

# **Templeton High School Agriculture Department**



## **Professional Growth Activities**

Professional growth activities include membership in both the California Agriculture Teachers Association and the National Association of Agriculture Educators. Attached is a copy of my curriculum vitae which has a comprehensive look at work experience and professional experience gained during my years teaching.

### **Year 1**

- BTSA
- New Professionals
- CATA Skills Session

### **Year 2**

- BTSA
- New Professionals
- Garden Market Expo
- Vermiculture Workshop

### **Year 3**

- New Professionals
- NAAE Conference

### **Annually**

- CATA Summer Conference

## ERIN KIRSTEN THOMPSON

Templeton High School Agriculture Department  
1200 Main Street, Templeton, California 93465  
(805) 434-5850  
ethompson@tusdnet.net

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### EDUCATION

#### ***California Polytechnic State University***

***San Luis Obispo, CA***

Master of Science, Agriculture, in progress  
Preliminary Single Subject Teaching Credential, Agriculture, July 2008  
Preliminary Agriculture Specialist Credential, July 2008  
Cumulative G.P.A. 3.91

#### ***Texas Tech University***

***Lubbock, TX***

Bachelor of Science, Animal Science, May 2004  
Cumulative G.P.A. 3.22

#### ***Modesto Junior College***

***Modesto, CA***

Associate of Science, Animal Science, May 2001  
Cumulative G.P.A. 3.63

### TEACHING EXPERIENCE

#### ***Templeton High School,***

***Templeton, CA***

***August 2010–Current***

Agriculture Teacher

- Instruct the following courses:
  1. 2 sections of ROP Art & History of Floral Design
  2. 1 section of Introduction to Agriculture Science
  3. 1 section of Applied Horticulture
  4. 1 section of ROP Landscape Maintenance
- Advise over 275 FFA members in various chapter and Career Development Events statewide
- Manage horticulture facilities including greenhouse, shade house, and lath house
- Create lesson plans to coordinate with state curriculum standards
- Provide student project supervision in the following areas:
  1. Market Swine
  2. Horticulture & Floriculture

#### ***San Luis Obispo High School***

***San Luis Obispo, CA***

***August 2008–June 2010***

Agriculture & Leadership Teacher

- Instruct the following courses:
  1. 2 sections of College Preparatory Agriculture Biology–Meets UC and CSU Life Science Requirements
  2. 1 section each of Agriculture Mechanics years I, II, and III
  3. 1 section each of Ornamental Horticulture years I and II
  4. 1 section of ROP Landscape Maintenance
  5. 1 section of Agriculture Leadership
  6. 1 section of Student Body Leadership/Government

- Advise over 300 FFA members in various chapter and Career Development Events statewide
- Manage agriculture mechanics shop and greenhouse area
- Create lesson plans to coordinate with state curriculum standards
- Provide student project supervision in the following areas:
  1. Beef Cattle
  2. Dairy Cattle
  3. Meat Goats
  4. Horticulture
- Serve as adviser to active Associated Study Body organization consisting of over 1500 students whose major events include:
  1. Homecoming Week including Homecoming Dance
  2. Fall, Winter, and Spring Sports Rallies
  3. Winter Fling Dance
  4. Multi-Cultural Week
  5. Teacher Appreciation Week
  6. Golden Tiger Student Recognition Awards Ceremony
  7. Currently seeking “No Place for Hate” certification for campus via the Anti-Defamation League

***Buhach Colony High School***

***Atwater, CA***

***January 2008–June 2008***

Student Teacher

- Instructed the following courses:
  1. 1 section of Animal Anatomy & Physiology–Met UC and CSU Lab Science Requirements
  2. 1 section of College Preparatory Agriculture Biology–Met UC and CSU Life Science Requirements
  3. 1 section of ROP Advanced Floral Design–Met UC and CSU VAPA Requirements
  4. 1 section of Agriculture Welding Technology
- Advised 400 FFA members in various chapter and Career Development Events statewide
- Created lesson plans to coordinate with state curriculum standards

***Cal Poly State University***

***San Luis Obispo, CA***

***March 2006–December 2007***

Graduate Teaching Assistant

- Assisted in instruction of the following courses:
  1. ANSC 226–Introduction to Livestock Evaluation
  2. ANSC 326–Advanced Livestock Evaluation
- Coached members of the Cal Poly State University Collegiate Livestock Evaluation Team to compete at national level including the following contests:
  1. Arizona National Livestock Exposition–Phoenix, AZ
  2. National Western Stock Show–Denver, CO
  3. Houston Livestock Show & Rodeo–Houston, TX
  4. American Royal–Kansas City, MO
  5. North American International Livestock Exposition–Louisville, KY
  6. North American International Livestock Exposition–Louisville, KY



## ERIN KIRSTEN THOMPSON

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- Coordinated fund-raising, traveling, contest entry, and fair judging contracts for Livestock Team members
- 2007 Cal Poly State FFA Judging Finals Livestock Judging Contest Chairperson
- Served as co-chairperson of the Arrangements Committee for the Cal Poly State FFA Judging Finals in 2006

### OTHER WORK EXPERIENCE

***Pacific Coast Home & Garden***                      ***San Luis Obispo, CA***                      ***June 2006–December 2007***  
*Sales Associate*

- Assisted customers in busy hardware store and nursery garden center
- Maintained inventory of plumbing and electrical department

***Green Family Farms***                      ***San Luis Obispo, CA***                      ***March 2005–May 2006***  
*Sales Associate*

- Sold artichokes, asparagus, and other produce at 3 local farmer's markets per week
- Monitored vegetable quality and inventory for weekly sales venues

***AMA TechTel***                      ***Lubbock, TX***                      ***May 2004–February 2005***  
*Account Executive*

- Acquired over 25 new accounts for independent telecommunications provider
- Provided customer service for over 250 local business accounts in the Lubbock metropolitan area

***CEV Multimedia***                      ***Lubbock, TX***                      ***January 2004–May 2004***  
*Customer Service Representative*

- Coordinated distribution and collection of multimedia text book samples
- Assisted in the production of educational DVD's, PowerPoint presentations, and other curricular materials

### STUDENT ACHIEVEMENT

Supervised Agriculture Experience

- 28 State FFA Degrees in 2011
- 28 Sectional Proficiency winners in 2011
- 2010 National Proficiency Gold Award Winner, Beef Production

Livestock Judging Team

- 2010 California State FFA Judging Finals Reserve State Champion Team
- 2009–2010 California State FFA Judging Finals 1<sup>st</sup> High Individual
- 2009 California State FFA Judging Finals 3<sup>rd</sup> High Team

Leadership Contests

- 2010 California State FFA Prepared Public Speaking 2<sup>nd</sup> and 3<sup>rd</sup> High Individuals
- 2010 California State FFA Job Interview State Finalists (2)
- 2009 California State FFA Extemporaneous Public Speaking 5<sup>th</sup> High Individual
- 2009 California State FFA Prepared Public Speaking 6<sup>th</sup> High Individual

- 2009 California State FFA Job Interview State Finalist

#### **PROFESSIONAL MEMBERSHIPS & ASSOCIATIONS**

- California Agriculture Teachers Association
  - 2010–2011 Sectional CATA Vice President
  - 2011–2012 Sectional CATA President Elect
- National Association of Agriculture Educators
  - 2010 Teachers Turn the Key Program Participant
- National FFA Alumni

#### **LEADERSHIP ACTIVITIES & ACCOMPLISHMENTS**

- 2010 NAAE Teacher's Turn the Key Award Winner and Program Participant
- 2009 Regional Officer Leadership Conference Chaperone for South Coast Region
- 2008–2009 California Agriculture Teachers Association Summer Conference and Skills Session Participant
- 2008 California Agriculture Teachers Association Student Teacher Scholarship Recipient
- 2008 Rosario Curletti Cal Poly State University Student Teacher Scholarship Recipient
- 2008 Burlingham Memorial Cal Poly State University Student Teacher Scholarship Recipient
- 2007 Leopold Wrasse Cal Poly State University Graduate Scholarship Recipient
- 2003 Texas Tech University Horse Evaluation Team Membership
- 2002 Texas Tech University Livestock Evaluation Team Membership
- 2001 American FFA Degree Recipient
- New Professionals Program in Agriculture Education Graduate
- Beginning Teaching Support & Assessment Program Graduate

# **Templeton High School Agriculture Department**



## **R-2 Report**

Students complete Student Data Sheets in late August and early September annually. This data is then cross referenced with classroom roll sheets to ensure no duplicates are entered. From there, the information is compiled at the Calaged Website to create our R-2 Report



# California Ag Education

www.calaged.org

## School at a Glance

Select a school: << Select a School >>

GO >

**Data for Year:** 2010-2011

**School:**

# CA0245 Templeton

Templeton HS

1200 Main St.

Templeton, CA 93465

[Get Map](#)

**Teachers:** 3

**Courses Offered:**

Type	Course	Enrollment	H.S. Grad Credit	UC Credit
Ag Mechanics	Ag Mech Intro	26		Other
Ag Mechanics	Ag Mech Intro	24		Other
Ag Mechanics	Ag Mechanics Intro	27		Other
Ag Mechanics	Ag Mechanics Intro	26		Other
Ag Mechanics	Ag Welding	26		Other
Ag Mechanics	Ag Woodshop	24		Other
Ag Mechanics	Basic Welding	26		Math
Ag Mechanics	ROP Ag Construction	25		Math
Ag Mechanics	ROP Ag Construction	25		Math
Ag Mechanics	ROP CAD	24		Other
Ag Mechanics	ROP CAD	24		Math
Ag Mechanics	ROP CAD	23		Other
Ag Mechanics	ROP CAD	23		Math
Ag Mechanics	ROP CAD	24		Math
Ag Mechanics	ROP Construction	21		Math
Ag Mechanics	ROP Construction	18		Math
Ag Mechanics	ROP Welding	23		Math
Ag Mechanics	ROP Welding	22		Math
Ag Mechanics	Wood I	24		Other
Agriscience I	Ag Science Intro	28	Life Science	
Animal Science	Advanced Animal Science	30		Other
O.H./Floral	Applied OH	26	Life Science	
O.H./Floral	ROP Floral	29	Fine Arts	
O.H./Floral	ROP Floral	19	Fine Arts	
O.H./Floral	ROP Landscape	10		Other
O.H./Floral	ROP Landscaping	20		Math

TOTAL	617
Average Class Size	23.7

**FFA Students by Pathway:**

Pathway	Count
Ag Bus Mgt	2
Ag Mech.	173
Agriscience	42
An. Science	28
Forestry/NR	1
O.H.	28
Plant/Soil Sci.	1
	275

**FFA Students by Grade Level:**

Grade Level	Count
9	79
10	65
11	72
12	44
13	12
14	2
15	1
Total	275

**FFA Students by Years in Ag:**

Years in Ag	Count
1	143
2	59
3	46
4	15
5	10
6	1
7	1
Total	275
Average Years	1.9

Ed Data provides basic demographic data for schools in California. To view this data click on the button.

[View Ed Data](#)

# **Templeton High School Agriculture Department**



## **Extended Contract Rationale**

Our extended contract is agreed upon in the Collective Bargaining Agreement of the Templeton Teachers Association. It gives each agriculture teacher a \$3500 FFA stipend and a \$4125 Summer Activities stipend.

## APPENDIX B

### EXTRA DUTY STIPENDS

Class A	9.0% of Col. I-Step 1	\$3,745 Base
Class B	6.5% of Col. I-Step 1	\$2,705 Base
Class C	4.25% of Col. I-Step1	\$1,769 Base
Class D	3.19% of Col.1-Step1	\$1,327 Base

<u>High School:</u>	<u>Flat</u>	<u>Class</u>
Athletic Director	\$2,100	
Academic Decathlon		C
Band Director		B
Baseball:		
Junior Varsity		B
Varsity		A
Basketball:		
Junior Varsity		B
Varsity		A
Cheerleader Advisor		B
Choral Director		D
CIF Qualifier	\$100/wk	
Cross Country		B
Drama		C
Drug Testing Coordinator		BB
FFA Advisor	\$3,500	
FFA Summer Program	\$4,125	
Football:		
Junior Varsity, Assistant		C
Junior Varsity, Head		B
Varsity, Assistant		B
Varsity, Head		A
Golf:		
Junior Varsity		C
Varsity		B
Leadership		C
Mock Trial Coach		B
Mock Trial Assistant Coach		C
Soccer:		
Junior Varsity		B
Varsity		A
Softball:		
Junior Varsity		B
Varsity		A
Tennis:		
Junior Varsity		C
Varsity		B

# **Templeton High School Agriculture Department**



## **Approved Travel Plan**

The attached documentation is for our 2011 State FFA Leadership Conference field trip. Field trips of this nature require official Board approval. Additionally, I must complete a conference claim form. For trips taken during school days, a separate request for leave form is also required. However, this year State Conference falls on our Spring Break so I did not have to complete one.



# EXTENDED DAY/OVERNIGHT FIELD TRIP APPROVAL

H

## DEADLINE FOR SUBMITTING EXTENDED DAY/OVERNIGHT FIELD TRIP APPROVAL FORM TO SUPERINTENDENT:

- In state trip outside San Luis Obispo, Santa Barbara, Monterey or Kern County - 1 month prior to departure
- Out of state- 3 month prior to departure - **REQUIRES FORMAL BOARD APPROVAL**

Please refer to BP/AR 6153 - School-Sponsored Trips and Events to ensure compliance. Incomplete or inaccurate requests will be returned to the trip organizer and may result in delayed approval.

**TODAY'S DATE:** 1/5/11 **TEACHER:** Erin Thompson **CELL PHONE #:** 215.6018

**SITE:** THS **CLASS/GROUP:** FFA **GRADE:** 9-12

**DATES OF FIELD TRIP:** 4/16/11-4/19/11 **NUMBER OF SCHOOL DAYS:** 0

**TIME OF DEPARTURE:** 12PM **DISTRICT CALENDAR CONFLICTS:**

**ESTIMATED TIME OF RETURN:** 3PM ☒ No ☐ Yes *Specify:*

**LOCATION/DESCRIPTION:** Fresno, CA-State FFA Leadership Conference

**ADDRESS:** 700 M Street Fresno, CA 93721

### ITINERARY

Date	From	To	Overnight Accommodations
4/16/11	THS	Fresno Convention Center	Holiday Inn Downtown
4/19/11	Fresno Convention Center	THS	

### TRANSPORTATION ARRANGEMENTS: Check all that apply

- ☐ School Bus/Van (*District Transportation Request* form attached ☐)
- ☐ Private vehicle (*Field Trip by Private Vehicle Authorization* form attached ☐)
- ☒ Ag vehicle(s) Specify number of Ag vehicles: 2
- ☐ Charter bus – Site principal or designee acknowledgement – Initials: \_\_\_\_\_
- ☐ Airplane
- ☒ Other (specify) 1 athletic van as per Phil James

<b># OF STUDENTS:</b> Male: 2 Female: 15	<b># OF CHAPERONES:</b> Male: 2 Female: 3	<b>CHAPERONE:STUDENT RATIO:</b> 5:17	<b>CHAPERONE MEETING DATE:</b> 4/13/11
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**TOTAL COST:** Costs are calculated ☐ Per person ☐ Total for the group

Entrance fees - \$ Food - \$80 Other/Misc.: \$120

Transportation - \$ Lodging. - \$100 **TOTAL - \$300**

**SUBSTITUTE TEACHER REQUIRED:** ☐ Yes **COST:** \$ ☒ No

**FUNDING SOURCE(S):** FFA ASB Account **FUND RAISING ACTIVITIES:** ☐ Yes ☒ No  
(If yes, attach copy of Fund Raising Approval form. )

### EDUCATIONAL VALUE OF TRIP/STANDARDS COVERED:

FFA is an intra-curricular component of a Vocational Agriculture Program. The California State FFA Leadership Conference is designed to enhance leadership characteristics in students.

### WATER ACTIVITIES INVOLVED?

Pool? ☒ No ☐ Yes

Ocean/Lake ☒ No ☐ Yes

Boat? ☒ No ☐ Yes

Lifeguard? ☒ No ☐ Yes

### ANY OTHER ACTIVITIES REQUIRING SPECIAL TRAINING OR SUBJECT TO SUBSTANTIAL RISK?

☒ No

☐ Yes - Specify:

**SITE PRINCIPAL'S APPROVAL:**

*Shayes*  
*Hanna*

**SUPERINTENDENT'S APPROVAL:**

*John H. Slater*  
1/11/11

**FORMAL BOARD APPROVAL REQUIRED?:**

☐ Yes ☐ No

# **Templeton High School Agriculture Department**



## **CATA Membership**

I have been a member of the CATA since 2008. I have also been a member of the NAAE. Unfortunately, I cannot locate my current 2010-2011 CATA Membership card. Currently, I serve as the Vice President of the San Luis Obispo Section CATA and will be President during the 2011-2012 school year.

# **Templeton High School Agriculture Department**



## **Departmental Meeting Reports**

Our department tries to meet once a week. Although we have shortened school days on Wednesdays for collaboration, we usually have to use this time for scheduled intervention meetings. We try to meet Thursday mornings at 7AM instead.

Agriculture Department  
Department Meeting Agenda  
August 23, 2010

- 1 Class Numbers
  - o Strategies to reduce

- 2 CATA Shandon Mtg

- 3 Department Goals for 2010-11

- 4 Tom's Survey

- 5 First Week School

- 6 TEF Grants

- 7 Purchases
  - o Floral cooler
  - o Storage container

- 1 School Farm
  - o Concerns
  - o Ideas to clean-up

- 2 Landscape Project

- 3 Additional/Questions

**Department Meeting**  
**9/23/2010**

**AGENDA**

- 1 October FFA meeting – Greenhand, pumpkin carving
- 2 Drive-thru BBQ – meal sizes, containers, packaging, absolute numbers
- 3 Go For the Gold Games – field trip forms, time, driving
- 4 Cal Poly Football game – when do we offer to students, any qualifications to go
- 5 Advisory meeting – October 12, new Floral member
- 6 National Convention
- 7 COLC – field trip forms, etc.
- 8 Sectional Opening/ Closing – forms, transportation, etc
- 9 Additional Business

**Department Meeting**  
**9/29/2010**

**AGENDA**

- 1 October FFA meeting – Greenhand, pumpkin carving
- 2 Drive-thru BBQ – work sign-up sheets, prep day, BBQ day
- 3 Cal Poly Football game – list of qualifications
- 4 Advisory meeting – October 12, food, speaking parts
- 5 National Convention
- 6 COLC – time leaving, vehicles, etc
- 7 Sectional Opening/ Closing – forms, transportation, drivers, etc
- 8 State Officer visits
- 9 Additional Business

**Department Meeting**  
**09/09/09**  
**Minutes**

Agriculture department met in room D6 on September 9, 2009 during PLC time. The meeting began at 14:05 with Chris Hildebrand, Katie Margreiter, Robin Schroeder, and Chris Lemos all being present.

**R2 and FFA Roster**

We talked about the need to get the student data sheets filled out and the R2 report completed. Chris H. is to organize and finalize the R2 report.

**First FFA Meeting**

We reviewed the agenda and list of informational booths that were to be set up.

**Chart of Responsibilities**

The past year's chart of responsibilities was reviewed. We discussed the responsibilities that each department member wanted. The duties were divided. We also picked the meetings at which Chris L. would act as Advisor.

**Career Tech Grant**

We discussed the fact that the grant has been funded and we are starting to order the materials on the grant application

**Record Books**

We decided as a department to use only E-record Books. The paper record book may still be used in class as an educational aid, but will not be used for official record keeping

Meeting was adjourned at 15:10.

**Department Meeting**  
**09/23/09**  
**Minutes**

Agriculture department met in room D6 on September 23, 2009 during PLC time. The meeting began at 14:05 with Chris Hildebrand, Katie Margreiter, Robin Schroeder, and Chris Lemos all being present.

**Ag. Advisory Committee**

We went over the tentative agenda for the Ag. Advisory meeting planned for October 6th. We discussed rearranging the makeup of the committee. We need to make sure that there is at least one member on our committee to represent each part of our program.

**Cutting Horse Show**

The FFA was invited to help with the cutting horse show at the Paso Fair grounds from October 25-28. We decided to put signup sheets in the classrooms see how many students we could get signed up to help.

**Drive Thru BBQ**

Ticket sales are down and we talked about the need push the students to sell more tickets even though they were supposed to be due by today.

**Mr. Lemos Classes**

It was decided that Chris L. would start teaching Katie's G2 Ag Science Intro class for his second class.

Meeting was adjourned at 15:00.



**Department Meeting**  
**10/14/09**  
**Minutes**

Agriculture department met in room D6 on October 14, 2009 during PLC time. The meeting began at 14:05 with Chris Hildebrand, Katie Margreiter, Robin Schroeder, and Chris Lemos all being present.

**Ag. Advisory Committee**

We talked about the agenda for the advisory committee meeting that was moved to October 20. Various possibilities for new members were discussed.

**Enchilada Sale**

Chris H. is going to meet with Jacky Bobsin to order most of the food that is needed for the Enchiladas. T.A.'s will make the tickets for the sale

**Mr. Lemos Classes**

It was decided that Chris L. would start teaching Robin's W1 Ag Mech. Intro class for his third class.

**Greenhand Day**

Final arrangements were made for the October meeting where the Greenhand degrees are to be awarded and roles were reviewed.

Meeting was adjourned at 14:55.

**Department Meeting**  
**11/18/09**  
**Minutes**

Agriculture department met in room D6 on November 18, 2009 during PLC time. The meeting began at 14:05 with Chris Hildebrand, Katie Margreiter, Robin Schroeder, and Chris Lemos all being present.

**Toys 4 Tots**

It was decided that the chapter would participate in the Toys 4 Tots drive. Students will be able to earn one activity point for donating a toy.

**Creed/BIG Contest**

The success of Templeton FFA at the sectional Creed/BIG contest was brought up. Congratulations to our outstanding students

**MFE/ALA**

MFE/ALA registration is due on December 1<sup>st</sup>. All teachers will talk to their classes to get a count of how many wish to attend and a lunch meeting will be set up for interested students.

**December Meeting**

Chris L. is to be the advisor for the December meeting rather than the November meeting due to a time conflict with a Cal Poly obligation.

Meeting was adjourned at 15:00.

# **Templeton High School Agriculture Department**



## **Wish List**

My wish list is as follows: To be a tenured teacher in a three person department. This is the first year I have not received a pink slip, and I am optimistic for the tenure. However, in times of budgetary cuts, we are looking at challenges in being allowed to hire a third teacher for the upcoming year. .

One of my old wish list items was a walk-in floral cooler. With the help from some Specialized Agriculture Incentive Grant funding and our school district, it was delivered and will soon be installed. It is 100 square feet and will eventually have a small retail floral center erected around it.



1700 Admiral Wilson Blvd.  
Camden, NJ 08105  
800-220-2874  
Fax: 856-338-0989

Submitted to: Templeton High School	Fax:
Contact: Erin Thompson	Job Address:
Address:	City, State, Zip:
City, State, Zip: San Luis Obispo, CA 93401	E-mail: erinkirstenthompson@yahoo.com
Phone: (805) 215-6018	Date: 12/2/2010

### **Outdoor Expandable Walk-In Floral Storage Cooler**

- EQUIPMENT:**
- One (1) Outdoor Expandable Walk-In Floral Storage Cooler, Floorless  
\*Overall Dimensions: 10 x 10 x 7'6 high
  - One (1) Copeland 1 horsepower, med-temp, air-cooled, R-404a, outdoor condensing unit, with sight glass, drier, pressure control, crankcase heater, low-ambient fan cycling control, defrost timer, PSC MOTOR and weather hood
  - One (1) matching evaporator coil with expansion valve, solenoid valve, EC MOTORS, and thermostat
  - One (1) Hinged self-closing access door with light fixture, light switch & dial thermometer  
Dimensions: 34" x 78" high
  - One (1) outdoor rubber roof membrane  
R VALUE 29 / 3.5" CFC FREE ENCAPSULATED URETHANE INSULATION NEVER LOSES R-VALUE
- A 3" clearance is required between the panels and walls in the building for air circulation.  
Exterior Finish: Galvanized Steel  
Interior Finish: Galvanized Steel
- ELECTRIC:** Customer is responsible for all electrical hook-up. This consists of a 20 amp, 208/230v. A.C., SINGLE phase disconnect box located within 5 feet of compressor location with 8 feet of wire for compressor hook-up, and a 15 amp, 115v. A.C. electric line with a safety switch and sufficient wire to reach the top center of cooler for evaporator coil hook-up and storage compartment light. It is also necessary to run a control wire between the evaporator coil and the condensing unit.
- DRAINAGE:** Customer is responsible for all drainage hook-up.
- WARRANTY:**
- One (1) Year on Parts
  - Five (5) Years on Compressor
  - Ten (10) Years on Panels

\*Actual Dimensions may vary, if critical, notify Bush Refrigeration.

Bush Refrigeration is not responsible for any permits or ordinances.

Bush Refrigeration strives to use the best quality parts and systems available. We reimburse your warranty claims quickly. However, product loss remains a potential occurrence with all commercial refrigeration. If product loss occurs, we will not reimburse these expenses. Please discuss this coverage with your insurance carrier.

# BUSH REFRIGERATION

Replacement parts are available to you in an even exchange for faulty parts covered by your warranty. Shipping charges for warranty parts will be sole responsibility of the buyer. If you purchase parts from your local service person, we will reimburse you our cost for said part(s).

Any service to be provided under these warranties must be paid to the service personnel by the customer and Bush Refrigeration will reimburse the customer to the extent allowed under these warranties and agreed to, in advance, by Bush personnel. The customer may not deduct service bills from any monies owing and due to Bush Refrigeration, Inc.

**INSTALLATION:** Your Equipment will be delivered by a common carrier. You must inspect Crates and/or Boxes for damage before signing for shipment. (Note any damage on freight bill). You are responsible for the unloading (which means removing the equipment from the truck to ground) and installation of your equipment.

**NOTE:** Regardless of the care and precautions taken by us, damage can occur in shipping. The common carrier is responsible for such damage. It is your responsibility to report and/or be responsible for damage, which is caused by the common carrier. All boxes and packing materials should be saved, as they, along with the damaged merchandise, will need to be inspected by the freight company before a claim is resolved. If you have any questions, please call Bush Refrigeration.

**PRICE:** \$ 8,100.00 (Includes shipping)

**TERMS:** \$ 8,100.00 Payable by BUSINESS CHECK to Bush Refrigeration, due with signed contract.

Above Pricing is Valid for 30 days.

## Acceptance of Contract:

The above prices and specifications are satisfactory and are hereby accepted. Cancellation of contract will subject customer to a restocking charge of 25% to 50% of the entire contract price.

Any claim or action brought under this Agreement shall be exclusively brought in Camden County or the United States District Court for the District of New Jersey. Each party hereto expressly consents to the exclusive jurisdiction of the State of New Jersey and specifically waives any objection based upon improper venue with regard to any claim or action brought in Camden County or the United States District Court for the District of New Jersey.

Bush Refrigeration Authorization:

Dave Barnett

Date: 12/2/2010

Customer Authorization:

\_\_\_\_\_ Date: \_\_\_\_\_

# **Templeton High School Agriculture Department**



## **Advisory Agendas**

The Agriculture Department holds Advisory Committee Meetings at least 2 times a year. The agendas are emailed out one to two weeks prior to the meeting. Minutes are generated and emailed out the day after the meeting is held.

**Templeton High School Agriculture Department  
Advisory Committee Meeting  
October 12, 2010**

**Agenda**

**Welcome and Introductions**

**Old Business**

- Cuesta Welding Class
- ROP Floral Class
- Check Advisory Roster for accuracy
- Agriculture Department Pathways and Classes (Show new flow chart)
  - Pathway clusters
  - Classes for clusters

**New Business**

- Elect President and Secretary (We can elect to keep current officers for one more year)
- Up-coming FFA Activities
- Agricultural Incentive Grant Checklist
- Regional Supervisor On-Site Review of Department (Tuesday, Nov 30 @9:00am)
- Proposed New Classes
  - Agriculture Biology Course
  - Small Animal/Pre-Vet Course
- Additional Items for discussion
- Date of next Advisory Meeting ?

*Dinner will be served*

*Thank you very much for attending and supporting The Templeton Ag  
Department!*

# **Templeton High School Agriculture Department**



## **Advisory Charter and By-Laws**

Currently, I am unable to find any copy or history of an Advisory Charter and By-Laws for our Advisory Committee. I have consulted past agriculture instructors in the department, and they are unclear as to if an actual charter has ever existed. The constant turn over in the past 5 years has led to the misplacement of documents and forms. It is my goal to try and implement such a document during the 2011-2012 school year.



# **Templeton High School Agriculture Department**



## **Current Budget**

Departmental budgeting is established by our department chair, Chris Hildebrand, during the summer prior to the school year. Each department member reports to Chris what their needs will be during the school year and he does his best to allocate monies accordingly. During the summer chapter officer retreat, the students develop the FFA budget. This budget must be submitted to the high school ASB office for approval.

[illegible]

CARL PERKINS - GENERAL - HILDEBRAND						Computation	Ref	Budget
Carl Perkins-Substitutes:								
Date	Pur.Rec.	P.O.	Provider	Purchaser	Amount	\$2,373.00	◆	10-11 Allocati
8/30/10	Conf		National FFA Convention	Schroeder	\$510.00	\$1,863.00	◆	
10/14/10	Conf		Greenhand Conference	Thompson	\$102.00	\$1,761.00		
8/30/10	Conf		CATA New Professionals	Thompson	\$204.00	\$1,557.00		
8/30/10	Conf		National Association of Agriculture Educato	Thompson	\$408.00	\$1,149.00		
10/20/10	Conf		National FFA Convention	Hildebrand	\$306.00	\$843.00		
12/13/10	Conf		CATA Road Show	Hildebrand	\$102.00	\$741.00		
12/13/10	Conf		CATA Road Show	Schroeder	\$102.00	\$639.00		
12/13/10	Conf		CATA Road Show	Thompson	\$102.00	\$537.00		
2/28/11	Conf		CATA, Spring	Hildebrand	\$102.00	\$435.00		
2/28/11	Conf		CATA, Spring	Schroeder	\$102.00	\$333.00		
2/28/11	Conf		CATA, Spring	Thompson	\$102.00	\$231.00		Current Balan
Carl Perkins-Materials:						Computation	Ref	Budget€
Date	Pur.Rec.	P.O.	Provider	Purchaser	Amount	\$0.00	◆	10-11 Allocati
						\$0.00	◆	Current Balan
Carl Perkins-Non Capitalized Equipment:						Computation	Ref	Budget
Date	Pur.Rec.	P.O.	Provider	Purchaser	Amount	\$8,803.00	◆	10-11 Allocati
7/1/10		110001	Dell Computer Corpotation	Hildebranc	\$8,769.65	\$33.35	◆	Current Balan
Carl Perkins-Conference:						Computation	Ref	Budget€
Date	Pur.Rec.	P.O.	Provider	Purchaser	Amount	\$0.00	◆	08-09 Allocati
7/1/10		100047		Margreiter	(\$7.55)	\$7.55	◆	
8/		110009			\$7.55	\$0.00	◆	Current Balan
Carl Perkins-Repairs:						Computation	Ref	Budget€
Date	Pur.Rec.	P.O.	Provider	Purchaser	Amount	\$0.00	◆	10-11 Allocati
						\$0.00	◆	Current Balan
Carl Perkins-Capital Outlay:						Computation	Ref	Budget
Date	Pur.Rec.	P.O.	Provider	Purchaser	Amount	\$0.00	◆	10-11 Allocati
						\$0.00	◆	Current Balan

VOCATIONAL AGRICULTURE - HILDEBRAND							
VocAg-Materials: [REDACTED]						Computation	Rec Budget€
Date	Pur.Rec.	P.O.	Provider	Purchaser	Amount		
8/6/10	225	110221	Santa Ynez Gardens	Thompson	\$200.00	\$22,276.00	10-11 Allocati
8/6/10	226	110219	First Step Greenhouses	Thompson	\$300.00	\$22,076.00	
8/6/10	227	110218	Floral Supply Syndicate	Thompson	\$998.82	\$21,776.00	
8/6/10	228	110216	Matranga Wholesale Florist, Inc.	Thompson	\$1,000.00	\$20,777.18	
8/6/10	229	110222	McConkey Co.	Thompson	\$200.00	\$19,777.18	
8/17/10	233	110227	Airgas	Hildebrand	\$1,000.00	\$18,577.18	
8/17/10	234	110226	Higgins Lumber Co (Closed-\$500.)	Schroeder	\$0.00	\$18,577.18	
8/17/10	236	110225	Outlet Tool Supply	Schroeder	\$500.00	\$18,077.18	
8/17/10	237	110224	Weyrick Pacific	Schroeder	\$1,000.00	\$17,077.18	
8/17/10	238	110223	Office Depot	Hildebrand	\$500.00	\$16,577.18	
8/26/10	BT	110021	To 5200	Hildebrand	\$500.00	\$16,077.18	
8/26/10	BT	110021	To 4400	Hildebrand	\$6,423.00	\$9,654.18	
9/2/10	BT	110030	To FFA Convention		\$2,000.00	\$7,654.18	
9/16/10	259		Airgas	Hildebrand	\$1,000.00	\$6,654.18	
9/27/10	BT		To 5200	Hildebrand	\$1,131.00	\$5,523.18	Current Balan
VocAg-Periodical - Magazines: [REDACTED]						Computation	Rec Budget€
Date	Pur.Rec.	P.O.	Provider	Purchaser	Amount		
						\$0.00	10-11 Allocati
						\$0.00	Current Balan
VocAg-non-capitalized equipment: [REDACTED]						Computation	Rec Budget
Date	Pur.Rec.	P.O.	Provider	Purchaser	Amount		
7/1/10		110001	Dell Computer Corporation	Hildebrand	\$3,169.83	(\$3,169.83)	10-11 Allocati
8/26/10	239	110241	Bush Refrigeration	Thompson	\$3,236.68	(\$6,406.51)	
8/26/10	BT	110021	From 4300	Hildebrand	(\$6,423.00)	\$16.49	Current Balan
Voc.Ag.-Conference: [REDACTED]						Computation	Rec Budget€
Date	Pur.Rec.	P.O.	Provider	Purchaser	Amount		
8/24/10	Claim	110034	Mid-State Fair	Thompson	\$130.91	(\$130.91)	10-11 Allocati
8/26/10	BT	110021	From 4300	Hildebrand	(\$500.00)	\$369.09	
8/27/10	Conf	201397	NAAE National Convention	Thompson	\$330.00	\$39.09	
8/30/10	Conf	201398	National FFA Convention	Schroeder	\$357.00	(\$317.91)	
8/30/10	235	110054	To ASB for National FFA Convention	Schroeder	\$1,599.00	(\$1,916.91)	
9/2/10	BT	110030	From 4300		(\$2,000.00)	\$83.09	
10/4/10		201400		Hildebrand	\$60.00	\$23.09	
9/20/10	258	110102	South Coast Regional CATA	Hildebrand/	\$365.00	(\$341.91)	
10/9/10	Conf	201402	South Coast Regional CATA	Schroeder	\$171.00	(\$512.91)	
10/9/10	Conf	201403	South Coast Regional CATA	Thompson	\$13.99	(\$526.90)	
10/14/10	Conf	000000	Greenhand Conference(\$32.50)	Thompson	\$0.00	(\$526.90)	
10/20/10	Conf	2010401	National FFA Convention	Hildebrand	\$350.80	(\$877.70)	
10/7/10	Conf		New Professionals Institute	Schroeder/T	\$230.00	(\$1,107.70)	
12/13/10	Conf		CATA Cal Poly Road Show	Schroeder	\$11.50	(\$1,119.20)	
2/28/11	Conf		CATA, Spring	Schroeder	\$11.50	(\$1,130.70)	
9/27/10	BT		From 4300	Hildebrand	(\$1,131.00)	\$0.30	Current Balan
Voc.Ag.-Repairs - Grounds: [REDACTED]						Computation	Rec Budget
Date	Pur.Rec.	P.O.	Provider	Purchaser	Amount		
						\$0.00	10-11 Allocati
						\$0.00	Current Balan
Voc.Ag.-Repairs - Equipment: [REDACTED]						Computation	Rec Budget
Date	Pur.Rec.	P.O.	Provider	Purchaser	Amount		
						\$0.00	10-11 Allocati
						\$0.00	Current Balan
Voc.Ag.-Software: [REDACTED]						Computation	Rec Budget
Date	Pur.Rec.	P.O.	Provider	Purchaser	Amount		
						\$0.00	10-11 Allocati
						\$0.00	Current Balan
Voc.Ag.-Software: [REDACTED]						Computation	Rec Budget
Date	Pur.Rec.	P.O.	Provider	Purchaser	Amount		
						\$0.00	10-11 Allocati
						\$0.00	Current Balan
Voc.Ag.-Postage: [REDACTED]						Computation	Rec Budget
Date	Pur.Rec.	P.O.	Provider	Purchaser	Amount		
						\$0.00	10-11 Allocati
						\$0.00	Current Balan
VocAg-Equipment: [REDACTED]						Computation	Rec Budget€
Date	Pur.Rec.	P.O.	Provider	Purchaser	Amount		
						\$0.00	10-11 Allocati
						\$0.00	Current Balan

ROP - COMPUTER AIDED DRAFTING - Hildebrand						Computation	Rec Budget€
Date	Pur.Rec	P.O.	Provider	Purchaser	Amount		
ROP-Computer Aided Drafting: [REDACTED]						\$5,100.00	10-11 Allocation
						\$5,100.00	Current Balance
ROP-Computer Aided Drafting - Non-capitalized equipment: [REDACTED]						\$0.00	10-11 Allocation
						\$0.00	Current Balance
ROP-Computer Aided Drafting - Software: [REDACTED]						\$0.00	10-11 Allocation
						\$0.00	Current Balance
ROP - AG CONSTRUCTION (WELDING) - HILDEBRAND							
ROP-Welding: [REDACTED]						\$2,500.00	10-11 Allocation
9/16/10	259	110292	Airgas	Hildebrand	\$1,000.00	\$1,500.00	
9/16/10	261	110291	Praxair	Hildebrand	\$1,000.00	\$500.00	Current Balance
ROP-Welding: [REDACTED]						\$0.00	10-11 Allocation
						\$0.00	Current Balance
ROP-Welding - Capital Equip.: [REDACTED]						\$0.00	10-11 Allocation
						\$0.00	Current Balance

## 2010-2011 FFA BUDGET

Monthly Meetings:	Expenses	Income
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**September-**

Activities/Prizes	40	
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**October-**

Activities/Prizes	50	
-------------------	----	--

Decorations	10	
-------------	----	--

Food	75	
------	----	--

**November-**

Food	50	
------	----	--

Decorations	10	
-------------	----	--

**December-**

Food	50	
------	----	--

Decorations	10	
-------------	----	--

Activity/Prizes	40	
-----------------	----	--

**January-**

Food	50	
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Decorations	10	
-------------	----	--

Activities/Prizes	40	
-------------------	----	--

**March-**

Activities/Prizes	50	
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Food	50	
------	----	--

**April-**

Decorations	10	
-------------	----	--

Food	50	
------	----	--

Activities/Prizes	40	
-------------------	----	--

**May-**

Banquet	300	
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<b>Total For Monthly Meetings:</b>	<b>\$935</b>	
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**Events / Activities:**

CMSF	40	
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All Ag BBQ	600	
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Ag Info Day	300	
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FFA Week	500	
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Ag Dept Clean Up Day	150	
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8 <sup>th</sup> Grade Orientation	500	
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End of the year reward trip	1,500	
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Go for the Gold Games	100	
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Farm Show	750	
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<b>Total for Events/ Activities:</b>	<b>\$4,340</b>	
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**Leadership:**

CDE/Judging Team Support	1,500	
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Summer Officer Retreat	1,500	
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COLC	500	
Sectional Dues	85	
Greenhand Events	200	
State Conference	1000	
Greenhand Conference	600	300
BIG Jackets x6	500	
MFE/ALA	600	300
Public Speaking Competition	600	
Officer Sweatshirts/ Polo Shirts	500	
Banquet Awards	800	
FFA Regional Meeting	150	
Winter Officer Retreat	750	
Local Creed Contest	50	
Local Job Int./Public Speaking Contest	50	
<b>Total for Leadership:</b>	<b>\$9,485</b>	<b>600</b>
<b>Supplies:</b>		
Office supplies	200	
Scrapbook Supplies/Cricket	200	
Paper Products	200	
Cleaning Supplies	100	
Kitchen Supplies	1300	
<b>Total for Supplies:</b>	<b>\$2,000</b>	
<b>Fundraisers:</b>		
Fireworks		1,500
September Drive-Thru BBQ	3,500	7,500
Enchiladas	3,500	7,500
March Drive-Thru BBQ	3,500	7,500
Donkey Basketball	1,700	3,400
Cutting Horse Show		600
Chapter T-Shirts	1,200	2,000
<b>Total for Fundraisers:</b>	<b>\$13,400</b>	<b>\$30,000</b>
<b>2009-2010 Total:</b>	<b>\$30,060</b>	<b>\$30,600</b>
<b>Income:</b>		<b>\$30,600</b>
<b>Expenses:</b>	<b>\$30,060</b>	
<b>Contingency:</b>		<b>\$440</b>

# **Templeton High School Agriculture Department**



## **VEA Allocation**

VEA funds are coordinated between the Department Chair and the site secretary. Carl Perkins monies are used to fund professional development for staffing and equipment in the department. Currently, we are working to “tie up” our funding in the support of our CAD laboratory. These computers are being paid for with the Perkins monies and are locked in to this type of funding over the next 2 years.



CARL PERKINS - GENERAL - HILDEBRAND						Computation	Rec Budget
Carl Perkins-Substitutes:							
Date	Pur.Rec.	P.O.	Provider	Purchaser	Amount		
8/30/10	Conf		National FFA Convention	Schroeder	\$510.00	\$2,373.00	10-11 Allocati
10/14/10	Conf		Greenhand Conference	Thompson	\$102.00	\$1,863.00	
8/30/10	Conf		CATA New Professionals	Thompson	\$204.00	\$1,557.00	
8/30/10	Conf		National Association of Agriculture Educate	Thompson	\$408.00	\$1,149.00	
10/20/10	Conf		National FFA Convention	Hildebrand	\$306.00	\$843.00	
12/13/10	Conf		CATA Road Show	Hildebrand	\$102.00	\$741.00	
12/13/10	Conf		CATA Road Show	Schroeder	\$102.00	\$639.00	
12/13/10	Conf		CATA Road Show	Thompson	\$102.00	\$537.00	
2/28/11	Conf		CATA, Spring	Hildebrand	\$102.00	\$435.00	
2/28/11	Conf		CATA, Spring	Schroeder	\$102.00	\$333.00	
2/28/11	Conf		CATA, Spring	Thompson	\$102.00	\$231.00	Current Balan
Carl Perkins-Materials:						Computation	Rec Budget
Date	Pur.Rec.	P.O.	Provider	Purchaser	Amount		
						\$0.00	10-11 Allocati
						\$0.00	Current Balan
Carl Perkins-Non Capitalized Equipment:						Computation	Rec Budget
Date	Pur.Rec.	P.O.	Provider	Purchaser	Amount		
7/1/10		110001	Dell Computer Corpotation	Hildebranc	\$8,769.65	\$8,803.00	10-11 Allocati
						\$33.35	Current Balan
Carl Perkins-Conference:						Computation	Rec Budget
Date	Pur.Rec.	P.O.	Provider	Purchaser	Amount		
7/1/10		100047		Margreiter	(\$7.55)	\$7.55	08-09 Allocati
8/		110009			\$7.55	\$0.00	Current Balan
Carl Perkins-Repairs:						Computation	Rec Budget
Date	Pur.Rec.	P.O.	Provider	Purchaser	Amount		
						\$0.00	10-11 Allocati
						\$0.00	Current Balan
Carl Perkins-Capital Outlay:						Computation	Rec Budget
Date	Pur.Rec.	P.O.	Provider	Purchaser	Amount		
						\$0.00	10-11 Allocati
						\$0.00	Current Balan

# **Templeton High School Agriculture Department**



## **Purchasing**

All budgets are coordinated through Chris Hildebrand, Department Chair. Budget requests are placed during the Summer and discussed at departmental meetings. Once the budgets have been set, requisitions are submitted to Chris for approval and final submission. Purchase requisitions are passed on for administrative approval and then on to the District Office where a purchase order number is generated. Upon receipt of items ordered using the purchase order number, receipts must be submitted back to the site secretary to be processed for payment.

Attached is a purchase order used to buy a floral refrigerator earlier this year. The purchase order requisition was generated from a quote from Bush Refrigeration to ensure an exact cost amount.

# TEMPLETON UNIFIED SCHOOL DISTRICT

## 2010/2011 PURCHASE REQUISITION

### SECTION A - COMPLETE AND SUBMIT TO SITE ADMINISTRATOR:

DATE: 8/23/2010 VENDOR: Bush Refrigeration  
 FUNDING SOURCE: \_\_\_\_\_  
 REQUESTED BY: Erin Thompson 1700 Admiral Wilson Blvd  
 PREPARED BY: Laura K. Clark Camden, NJ 08105

REQUISITION #: \_\_\_\_\_ TELEPHONE: 800.220.2874  
 FAX: 856.338.0989

Qty	Unit	Description	Unit Cost	Total Cost
1		Self Contained II Door Floral Display Case (52' x 32 1/2' x 75' high)	\$2,990.00	\$2,990.00
2		Self closing sliding, glass display doors (23' x 56' high)		\$-
3		Adjustable wire display shelves		\$-
1		1/3 horse power "Chain of Life" approved refrigeration system (bottom		\$-
		mount) WITH NEW EPA APPROVED R-134a FREON		\$-
1		Automatic		\$-
		Interior fluorescent lighting		\$-
		Exterior finish: Black		\$-
		Interior finish: Black with stainless steel bottom		\$-
		Shipping		\$-
		Tax		\$-
		1 year warranty on labor and parts		\$-
		5 year warranty on compressor		

TOTAL FROM PAGE 2

ESTIMATED COST

8.25% TAX

EST. SHIPPING COST

TOTAL COST

### SECTION B - INSTRUCTIONS:

<input type="checkbox"/>	Mail PO
<input type="checkbox"/>	FAX PO - EXPEDITE
<input type="checkbox"/>	Hand Carry
<input type="checkbox"/>	Phone in Order

TOTAL FROM PAGE 2	\$-
ESTIMATED COST	\$2,990.00
8.25% TAX	
EST. SHIPPING COST	
TOTAL COST	\$2,990.00

### SECTION C - COMPLETE AND FORWARD TO DISTRICT OFFICE:

BOARD GOAL: \_\_\_\_\_ APPROVED BY: \_\_\_\_\_  
 \_\_\_\_\_ Date

FUND	RESOURCE	YEAR	OBJECT	GOAL	FUNCTION	SCHOOL	DISC	DISC	AMOUNT
		0							\$2,990.00

### SECTION D - FOR DISTRICT OFFICE ONLY:

<input type="checkbox"/>	FUNDS AVAILABLE	P.O. #: _____
<input type="checkbox"/>	NO FUNDS AVAILABLE / BUDGET TRANSFER	VENDOR #: _____

AUTHORIZED SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_  
 Aaron Asplund, Business Manager/Dr. Jean Slater, Interim Superintendent

# **Templeton High School Agriculture Department**



## **Department Chair Responsibilities**

I am not currently the department chair.

# **Templeton High School Agriculture Department**



## **Chart of Responsibilities**

The chart of responsibilities is reviewed during the Summer to make adjustments for future years. Although each staff member is designated responsible for a task, it does not mean they conduct the event completely on their own. It simply means they oversee the completion of the event.

## 2010 - 2011 THS Agriculture Department Staff Assignments

Ag Department	Hildebrand	Schroeder	Thompson
<b>Department Chair</b>	X		
<b>Accounting</b>			
CATA Registration	X		
Departmental / District Accounting / PO's	X		
FFA Accounting / PO's	X		
Hotel Reservations	X		
Office Supplies Orders	X		
Perkins Funding Application	X		
ROP Accounting / PO's	X		
ROP/ Site/ Incentive Budget	X		
Travel Requisitions	X		
Warehouse Orders	X		
<b>General Program / Facility</b>			
5-year Equipment Allocation	X		
Advisory Committee Roster & Minutes	X		X
Ag Advisory Committee Planning and Agenda	X		
Ag Booster Committee	X		
Chart of Staff Responsibilities			X
Comprehensive Program Plan	X		
Department Marketing / PR	X		
Graduate Follow-Up	X		
Incentive Grant	X		
Incentive Grant Reviews	X		
In-service Activities List	X		
Maintain Comprehensive Program Plan Binder			
Maintain Program Management Binder	X		
Maintenance Requests	X		
Quarterly / Yearly CATA Meetings / Events	X		
R2 Report & Roster	X		
Recruitment			X
Master Teacher Conclave	X		
Report of Expenditures	X		
Transportation Requests	X		
	Hildebrand	Schroeder	Thompson
<b>FFA Advisor</b>			
Registration for CDE Contests			X
Program of Work		X	
Scrapbook		X	
State FFA Degree Applications	X		
American FFA Degree Applications	X		
	Hildebrand	Schroeder	Thompson
<b>Project Competition</b>			
Organize Local Project Competition	X		
Sectional Project Comp Judges and Competition	X		
Sectional Project Comp PowerPoint Presentation		X	
Sectional Project Comp Awards			X
	Hildebrand	Schroeder	Thompson
<b>FFA Week</b>			
FFA Week Ag Lunch	X		
FFA Week Staff Lunch	X		
FFA Week Activities		X	
FFA Week Game Night	X		
	Hildebrand	Schroeder	Thompson
<b>Conferences</b>			

## 2010 - 2011 THS Agriculture Department Staff Assignments

Chapter Officer Leadership Conference			X
Greenhand Conference			X
MFE/ALA Conference			X
State Conference			X
National Convention		X	
Sectional Officer Leadership Conference			X

	Hildebrand	Schroeder	Thompson
<b>Community Service</b>			
Toys for Tots			X
Canned Food Collection		X	
Clothing for the Needy		X	
Ag Information Day		X	

	Hildebrand	Schroeder	Thompson
<b>Chapter Officers</b>			
Chapter President			X
Chapter Vice President		X	
Chapter Secretary			X
Chapter Treasurer	X		
Chapter Reporter		X	X
Chapter Sentinel	X		
Chapter Historian		X	

	Hildebrand	Schroeder	Thompson
<b>Chapter Meetings</b>			
September Meeting			X
October Meeting-Greenhand Degree		X	
November Meeting-Chapter Degree	X		
December Meeting			X
January Meeting		X	
February Meeting	X		
March Meeting			X
April Meeting		X	
Awards Banquet			X

	Hildebrand	Schroeder	Thompson
<b>Animal / Livestock</b>			
Fair Supplies	X		
Salinas Valley Fair	X		
Mid-State Fair	X		
Beef Projects	X		
Swine Projects			X
Sheep Projects		X	
Goat Projects	X		
Small Animal	X		
School Farm Account		X	

	Hildebrand	Schroeder	Thompson
<b>Facilities</b>			
OH Unit			X
Ag Metal Shop	X		
Ag Wood Shop		X	
Ag Vehicles	X		
School Farm	X		
Livestock Trailers	X		
BBQ Trailers	X		

	Hildebrand	Schroeder	Thompson
<b>FFA Judging Teams / Contests</b>			
Creed Speaking			X

**2010 - 2011 THS Agriculture Department  
Staff Assignments**

BIG		X	X
Extemporaneous Speaking			X
Prepared Public Speaking			X
Job Interview			X
Horse		X	
Specialty Animal		X	
Ag Welding	X		
Grapevine Pruning			X
Livestock			X
Opening and Closing Officer			X
Opening and Closing Advanced	X	X	
Opening and Closing Novice		X	X

	Hildebrand	Schroeder	Thompson
<b>Awards</b>			
National Chapter Awards			X
Proficiency Awards	X		
CATA Outstanding Program			X
Scholarships	X		
Incentive Trip Tabulations/Planning		X	
Star Administrator		X	
Star Counselor		X	
Star Advisors			X

	Hildebrand	Schroeder	Thompson
<b>Fundraisers</b>			
Donkey B-Ball - Money			X
Donkey B-Ball - Riders	X-Student	X-Teacher	
Donkey B-Ball - General	X		
Floral Sales			X
Plant Sales			X
FFA Project Auction	x		
Drive Thru BBQ	X		
Enchilada Sales	X		



# **Templeton High School Agriculture Department**



## **Substitute Procedures**

Substitute plans are to be left in classrooms for substitutes. Currently, I have tried to use the same substitute consistently throughout the year. I feel this helps maintain some sort of order and continuity in my classes. Substitute teachers check in with the site secretary prior to the school day starting and then make their way to their classroom.

I keep a comprehensive substitute folder which includes discipline forms, bell schedules, campus maps, and emergency procedures. I color code my classes to make it easier for the substitute on the block schedule. At the end of every substitution day, the substitute fills out a report that is submitted to administration reviewing the plans and their effectiveness. I am given a copy of this plan so I can make adjustments.

I always give out my cell number in case there are any questions that arise during the day. Overall, my classes are pretty good and the substitutes are happy and follow instructions.

# Thompson Sub Plan

Tuesday, November 30<sup>th</sup> 2010

***All emergency forms and campus maps are located in the green sub folder. Additionally, a school schedule can be found on the front cover. Do not hesitate to contact me if you need any assistance. There is a red TA pass and a camouflage bathroom pass hanging on the coat hook in my office.***

***No matter what anyone tells you: They MAY NOT use their cell phone or ANY electronic devices. NO ONE needs to go in the Officer Room for ANYTHING during class.***

***There are TA and Ag Tech instructions in the Officer Room on the Whiteboard. They should do what is left for them and assist you in any way you might need them.***

***If any students give you any trouble at all, there are referrals inside the sub folder. Send the student with the referral to the front office and call Laura at 890 to let her know which student is on their way. PLEASE, write down the names of any students that are disrespectful or cause disruption. There will be consequences for their actions!***

***Thank you!***

***Erin Thompson***

***Cell: 215.6018***

## **Green 1-Introduction to Agriculture Sciences (D-6)**

Please tell students to return any drive thru BBQ tickets, sold or unsold, to Ms. Schroeder or Mr. Hildebrand.

Pass out the Avatar Video Sheet. Please review the definitions for Natural Resources and Agriculturists with them. Give the students a couple of minutes to review all questions/prompts on both sides of the paper. Using the DVD instructions in the Green Sub Folder, play the movie Avatar. Students must keep their movie worksheets as they will continue this activity on Thursday.

## **Green 2-Tutorial (D-2)**

There is no seating chart for this class. Ben and Andrew will need to leave right after you take role at the beginning. They know when to go on their own. Adam will leave at 11:00...he also knows when to leave.

Students are to read silently for 20 minutes. At the end of 20 minutes, tell them they may quietly work on homework. They are usually pretty quiet. They may log onto the computers in the back if they need to work on something. If they print anything, it prints off in the CAD lab. Paige Veillette may go over and pick up anything they need.

## **Green 3-SAE Period (No Students)**

## **Green 4-ROP Floral Design (D-6)**

Please tell students to return any drive thru BBQ tickets, sold or unsold, to Ms. Schroeder or Mr. Hildebrand. Have students finish watching The Incredibles and complete the video worksheet. Please collect the Incredibles worksheet. Then pass out the Floral Shapes Vocabulary Sketch. Give students the remainder of the period to complete the vocabulary sketch. They can finish this on Thursday if they do not have enough time on Tuesday.

Templeton Unified School District  
SUBSTITUTE TEACHER'S REPORT

Please submit to the site secretary at the completion of each day's work.

Doug Wyckoff  
PRINT SUBSTITUTE'S NAME

December 2&3, 2010  
DATE

Templeton High School  
SCHOOL

Erin Thompson  
PRINT TEACHER'S NAME

Was a roll book available? Yes ☒ No ☐  
Were lesson plans followed: Yes ☒ No ☐

Seating charts provided? Yes ☒ No ☐  
If not, what was the problem?  
\_\_\_\_\_

Describe any problems encountered in instruction, absenteeism, tardiness, or student behavior.

**Green 1:** Went fine - pretty quiet class

**Green 2:** all worked on various subjects

**Green 3:** /

**Green 4:** worked good once they got started

**White 1:** Did not work today because of  
guest speaker in room - Went fine

**White 2:** /

**White 3:** Finished video & worksheets - worked  
on H/W for Tues - good class

**White 4:** Worked super -

Is there anything else the regular teacher should know about?  
\_\_\_\_\_  
\_\_\_\_\_

Attendance Sheets turned in: ☐  
Substitute's Signature: D. Wyckoff

Principal's Signature & Comments: 

# **Templeton High School Agriculture Department**



## **Proficiency for Vo-Ag Student**

Templeton FFA prides itself on its proficiency accomplishments. This past year, we had 28 sectional winners, 9 regional winners, 5 state finalists, and 1 state winner in the area of sheep production. Attached is the completed application for the state winner in sheep production.

In order to help with our proficiencies, I require each one of my students to turn in the portions of the national proficiency application for part of their grade in the class. It is graded as half of their SAE grade, which is 10 percent of their total grade. They must turn in the cover page, page 2, page 3, and 6 pictures with captions. I hope that this format can be used as a departmental format in years to come. It greatly reduces the work load on me as most of the leg-work is already done when it comes to making proficiency apps work!

## Proficiency

STATE: CA  
 Chapter # CA 0245  
 Member ID # 552486185



Place Label Here

**SHEEP PRODUCTION**

Name of Proficiency Award Area

1. Name: \_\_\_\_\_  
 Name on chapter FFA roster: (If Different): \_\_\_\_\_

2. Date of Birth: 4 - 1 - 92 3. Age: 19  
 (Month) (Day) (Year)

4. Gender: X Male \_\_\_\_\_ Female 5. E-mail: \_\_\_\_\_

6. Address: (street address required) \_\_\_\_\_  
 City: Paso Robles State: CA Zip: 93446

7. Home Telephone number (including area code): \_\_\_\_\_

8. Name of Parents/Guardians 9. List Parents/Guardians Occupation Below:  
 a. Father: \_\_\_\_\_  
 b. Mother: \_\_\_\_\_

10. Complete FFA Chapter Name: Templeton FFA

11. Name of High School: Templeton High School

12. School Address: (street/RR./box no.) 1200 Main Street  
 School City: Templeton State: CA School Zip: 93465

13. School Telephone Number (including area code): (805) 434-5800

14. Chapter Advisor(s): Hildebrand, Schroeder, Thompson

15. Year FFA Membership Began: 2006

16. Years of Agricultural Education Completed: 4

17. Years of Agricultural Education Offered (grades 7-12) in high school last attended: 4

18. Year in school at time of applying for the award: 13

19. If you have graduated from the high school, year graduated: 2010

20. State/National Dues paid? YES

We have examined this application and find that the records are true, accurate, and complete. We hereby permit for publicity purposes, the use of any information included in this application with the exception of the following:

Candidate Signature

Parent or Guardian Signature

In addition, we certify the applicant has achieved a satisfactory record of scholastic achievement.

Chapter Advisor Signature

 Superintendent or Principal Signature  
 (indicate which)

The information contained in this application has been substantiated by an actual visit to the site of the applicant's supervised agricultural experience program.

Employer Signature (if applicable)

State Supervisor, Ag Ed, Signature

**NOTICE:** This application will not be returned by the National FFA Organization. Please make a copy for your records.

**DO NOT ALTER APPLICATION IN ANY WAY or APPLICATION IS SUBJECT TO DISQUALIFICATION!**

National FFA Organization

(CA 552486185)

2/23/2011

## I. Performance Review

## SHEEP PRODUCTION

### A. Getting Started in this activity:

(15)

1. Briefly describe your SAE as it is related to this proficiency area. Describe how you started in this proficiency area. What interested and motivated you to begin?

I have been closely connected and involved in the livestock industry my entire life. Since my parents and grandparents have raised and shown sheep for years, it was only natural that I follow in their footsteps. Though I started my career in the sheep industry with one ewe, my SAE has steadily progressed to the 32 whether dam ewes I presently own. From these 32 ewes, I produce market lambs that I show and sell to other FFA and 4-H members across the state. In an effort to constantly improve my flock through selective breeding, these ewes provide me with the next generation of breeding stock for future projects. I evaluate my ewes every year by selecting the best replacement ewes and culling under-producers. I then breed my ewes to two whether sires I own. I plan to continue increasing the size of my ewe base until I have 45 ewes. I have been fortunate enough to enjoy success at many of the large fairs and jackpot shows around the state of California. The competition of winning more prestigious shows has motivated me to continue improving the genetic predictability and phenotypic strength of my flock while at the same time striving to increase my numbers.

2. When you were planning your supervised agricultural experience in this proficiency area, what 2 or 3 goals and objectives did you plan to achieve at this point in your development?

**Goal #1:** Build a flock to produce quality show lambs to exhibit myself and to sell to other youth livestock exhibitors to show.

**Goal #2:** Become associated with the National Animal Identification System (NAIS) by having my own flock ID under the Scrapie Tag Program.

**Goal #3:** Increase profit margins of operation by selecting sire for higher quality market lamb production, thus increasing sale price of project animals.

### B. Progress:

1. Describe any special advantages or disadvantages that had a major impact on your achievements in your supervised agricultural experience program.

The major **advantage** I have had is the expertise and experience of breeding, raising, and showing sheep that my grandfather has passed down to me. I have become an excellent showman and have won numerous showmanship and round robin contests throughout the state. My grandfather spends many hours pushing me to win and do well, and without him I can safely say I would not be as successful as I have been.

A **disadvantage** I have faced in dealing with my SAE is the growth of my operation conflicting with my educational goals. Since I am attending college in Oklahoma, managing my project has been difficult the last part of 2010. But, through strong communication efforts, I have been able to maintain effective management of my flock and still market my lambs adequately. I have had to put the growth of my operation on hold until I finish college.

## I. Performance Review

(continued)

SHEEP PRODUCTION

### B. Progress (continued)

2. Explain how resources such as livestock, land, buildings, equipment, machinery, supplies and labor are obtained and utilized in this proficiency area.

Living right down the street from my grandparents has been a huge resource since it allows me to keep my projects there for no cost and I always have their expertise to help me along the way. I have been able to trade work on the ranch for the **facilities and land** use. This past year I was able to purchase some of my grandfather's best ewes when he decided to scale back. Also, I have an uncle who judges many regional, state, and national shows all around the country. He has passed down his knowledge to me and now I can evaluate and select sheep to improve my flock. I assist with the **vaccination** of my grandfather's sheep as well as facilities clean-up, and shearing to help pay rent for the facilities. During **lambing** season, we help each other out, as I have school and my granddad works. I purchase any necessary **medical supplies, feed, and equipment** needed to manage my flock. I am able to cut some costs on certain pieces of **machinery and supplies** such as clipper blades and vaccines, as my granddad and I can often share these so we split the cost.

3. Describe your marketing and/or merchandising plans for this proficiency award area.

I market my club lambs several ways. One is by placing **advertisements** in the **Pacific Showcase magazine** with my contact information, **showing** at numerous fairs and jackpots shows all around the state, and most importantly by taking care of my repeat customers. When putting an ad in the magazine, I show off what sires I have used and some pictures of the lamb crop. Using the magazine I generate interest from new customers. When showing at fairs it helps me **advertise** what I have to offer as a breeder. I have always shown my own market and breeding sheep and been very successful with it. This success is my best marketing tool for new buyers. With my **customers**, I always make it a point to keep in contact with them and answer any questions they may have. I offer my services to all my customers in preparing their lambs for show. This **personal interest** and **follow-up** has been my best marketing tool to keep demand high for my lambs from **repeat customers**.

### C. Analysis/Evaluation of Program

1. Describe your level of achievement and progress towards your goals (such as skills, scope, etc.) in this award area as related to the goals and objectives described on page 2, question 2.

**Goal #1:** I have been able to increase my flock to 32 ewes. My life long goal of 45 ewes is currently on hold as I complete my post-secondary education.

**Goal #2:** In 2010 I became registered with the National Animal Identification System and obtained my own flock ID number for the Scrapie Tag Program.

**Goal #3:** In 2010 I was unable to fill all of my potential customers orders as I did not have enough lambs to meet the demand. Through sire selection, I have been able to increase the value of my lamb crop thus generating greater buyer interest.

2. Describe the personal goals, educational goals, and career goals you would like to achieve in the next ten years.

**Personal Goals:** I wish to continue growing and expanding my flock and establish myself as a premier club lamb breeder on the central coast.

**Educational Goals:** I am currently a freshman at Oklahoma State University where I am majoring in Agriculture Communications.

**Career Goals:** Upon graduation, I wish to continue growing and expanding my flock as well as pursue a career in agriculture education.

## D. Skills, Competencies, and Knowledge (List your BEST 10)

1. List the major skills, competencies and knowledge (e.g. marketing, safety, personal skills development) that best describe what you gained technically and personally from this proficiency area. How do you think these skills, competencies, and knowledge contributed to your success in this award area?

Skills, Competencies, and Knowledge	Contributions to Success
<ol style="list-style-type: none"> <li>1. <b><u>Marketing:</u></b> Private treaty sales, magazines, Internet, online sales, word of mouth, and showing.</li> <li>2. <b><u>Estrus Synchronization:</u></b> CIDR (progestrone implant), GnRH, CIDR gun, soap bucket, syringes, and needles.</li> <li>3. <b><u>Record Keeping:</u></b> Breeding calendars, breeding dates, marking harnesses, and paint.</li> <li>4. <b><u>Wool Fungus:</u></b> Antibacterial soap, shear times, and preventative cleaning.</li> <li>5. <b><u>Lambing Jails:</u></b> Portable panels, straw, watering containers, and creep feeders.</li> <li>6. <b><u>Tractor Use:</u></b> Tractor and implements.</li> <li>7. <b><u>Flock Health:</u></b> Needles, syringes, CD&amp;T, Bo-SE, Decox, and dewormer.</li> <li>8. <b><u>Feed Additives:</u></b> Clean Expression, Shine 'em Up, Original Glow, High Glow, and Full Bloom</li> <li>9. <b><u>Pasture Management:</u></b> Tractor, brassica seed, forage seed, and rotation system.</li> <li>10. <b><u>Sire Selection:</u></b> Genetic Records, on ground lamb crop.</li> </ol>	<ol style="list-style-type: none"> <li>1. Marketing my sheep on the Central Coast has given me the opportunity to establish a reputation as a reliable breeder for project animals.</li> <li>2. Synchronizing ewes is the easiest way to guarantee breeding in time for local fairs and shows. I have increased my quantity of lambs born in November by 20% by synchronizing my ewes.</li> <li>3. Record keeping allows me to be more accurate in my project. Ensuring when ewes are bred and which ones are not settling helps with selection and cull techniques for the following year.</li> <li>4. by using an antibacterial soap and managing shearing times and procedures, I have been able to eliminate the incidence of wool fungus in my show string.</li> <li>5. By using lambing jails I have increased my lamb survival rate to just under 100%. The jails prevent the lambs from being trampled on by other ewes and give them a head start on grain with creep feeders.</li> <li>6. Prior to using the tractor, cleaning was done by hand. The tractor vastly increased my efficiency in being able to keep facilities clean and orderly.</li> <li>7. Proper vaccination schedules and health precautions help maintain the flock. Using proper veterinary medicines has increased my 60 day weaning weight by 15%.</li> <li>8. By increasing my usage of High Noon feed additives and top dresses, I have seen an improved quality in my show lambs resulting in several champions and jackpot winners.</li> <li>9. Supplementing pasture with the planting of brassica and forage seed and using a rotational system increased my amount of time using the pasture by 5 weeks this past year.</li> <li>10. Correct sire selection greatly adds to my project as I am able to improve my lambs phenotypically. I am able to choose sire to produce project lambs or to enhance the abilities of my replacement females.</li> </ol>



## II. Inventory Related to: SHEEP PRODUCTION

(Applicant's Share)

(10)

	Quantity		Quantity	
<b>1. Current/Operating Inventory</b>				
a. Candidate's investment in harvested & growing crops				
b. Candidate's investment in feed, seed, fertilizer chemicals, supplies & other current/operating assets				
c. Candidate's investment in merchandise, crops and livestock purchased for resale.				
d. Candidate's investment in raised market livestock and poultry	1	\$500	13	\$3,250
<b>2. Total Current/Operating Inventory</b> (a+c+c+d)	XXXXXXXX	\$500 <sup>(1)</sup>	XXXXXXXX	\$3,250 <sup>(2)</sup>
<b>3. Non-Current/Capital Non-Depreciable Property</b>				
a. Candidate's investment in non-depreciable draft, pleasure and breeding livestock & poultry	11	\$2,750	14	\$4,250
b. Candidate's investment in land				
c. Total Non-Current/Capital Non-Depreciable Inventory	XXXXXXXX	\$2,750 <sup>(3)</sup>	XXXXXXXX	\$4,250 <sup>(4)</sup>
<b>4. Non-Current/Capital Depreciable Inventory</b>				
a. Candidate's investment in depreciable draft, pleasure and breeding livestock			22	\$2,545
b. Candidate's investment in machinery, equipment & fixtures	4	\$521	4	\$301
c. Candidate's investment in depreciable land improvements, buildings and fences				
d. Total Non-Current/Capital Depreciable Inventory (a+b+c)		\$521 <sup>(5)</sup>		\$2,846 <sup>(6)</sup>
<b>5. Total Non-Current/Capital Inventory</b> (3c+4d)	XXXXXXXX	\$3,271 <sup>(7)</sup>	XXXXXXXX	\$7,096 <sup>(8)</sup>


## III. Schedule of Liabilities Related to: SHEEP PRODUCTION

(5)

<b>Current/Operating Liabilities</b>			
(a) Total accounts and notes payable	<sup>(9)</sup>		<sup>(10)</sup>
(b) Total Current portion of non-current debt	<sup>(11)</sup>		<sup>(12)</sup>
<b>(c) Total Current Liabilities</b> (a + b)	\$0 <sup>(13)</sup>		\$0 <sup>(14)</sup>
<b>Non-Current/Capital Liabilities</b>			
(d) Total notes & chattel mortgages	<sup>(15)</sup>		<sup>(16)</sup>
(e) Total real estate mortgages/contracts	<sup>(17)</sup>		<sup>(18)</sup>
<b>(f) Total Non-Current Liabilities</b> (d + e)	\$0 <sup>(19)</sup>		\$0 <sup>(20)</sup>

\* Transfer values for #(1) - (20) to corresponding number on page 7

**DO NOT ALTER APPLICATION IN ANY WAY or APPLICATION IS SUBJECT TO DISQUALIFICATION!**

 Our House Enterprises

**National FFA Organization**  
(CA 552486185) 2/23/2011

#### IV. Scope Related To:

SHEEP PRODUCTION

(Applicant's Share)

(5)

YEAR	2007	2008	2009
KIND OF ENTERPRISE	Breeding Ewes	Breeding Ewes	Breeding Ewes
SIZE OF ENTERPRISE	12 Head	18 Head	28 Head
KIND OF ENTERPRISE	Project Lambs	Wether Sires	Wether Sires
SIZE OF ENTERPRISE	8 Head	1 Head	2 Head
KIND OF ENTERPRISE		Project Lambs	Project Lambs
SIZE OF ENTERPRISE		6 Head	9 Head
KIND OF ENTERPRISE			
SIZE OF ENTERPRISE			
KIND OF ENTERPRISE			
SIZE OF ENTERPRISE			

#### V. Income and Expense Summary Related To:

(Applicant's Share)

(15)

SHEEP PRODUCTION

Year	2007	2008	2009
<b>1. Current/Operating Income</b>			
a. Closing Current/ Operating Inventory	\$1,600	\$1,500	\$2,540
b. Beginning Current/ Operating Inventory	\$500	\$1,600	\$1,500
c. Change in Current/ Operating Inventory (a minus b)	\$1,100	(\$100)	\$1,040
d. Cash Sales	\$6,579	\$4,375	\$15,350
e. Value of Products Used at Home			
f. Value of Production Transferred or Bartered			
g. Value of Ag Labor Exchanged for Non-Cash Operating Expenses			
<b>h. Total Current/Operating Income (c-g)</b>	<b>\$7,679</b>	<b>\$4,275</b>	<b>\$16,390</b>
<b>2. Current/Operating Expenses</b>			
a. Current/ Operating Inventory Purchased			
b. Cash Current/ Operating Expenses-Feed	\$1,556	\$2,040	\$3,832
c. Non-Cash Current/ Operating Expenses-Feed			
d. Cash Current/ Operating Expenses-Other	\$229	\$50	\$710
e. Non-Cash Current/ Operating Expenses-Other			
<b>f. Total Current/ Operating Expenses (add a thru e)</b>	<b>\$1,785</b>	<b>\$2,090</b>	<b>\$4,542</b>
<b>3. Net Current/Operating Income (1h minus 2f)</b>	<b>\$5,894</b>	<b>\$2,185</b>	<b>\$11,848</b>
<b>4. Non-Current/Capital Transactions</b>			
a. Closing Non-Current/Capital Inventory	\$3,351	\$4,646	\$6,991
b. Non-Current/Capital Sales			
c. Beginning Non-Current/Capital Inventory	\$3,271	\$3,351	\$4,646
d. Non-Current/Capital Purchases	\$150		
e. Net Capital Transactions (a+b minus c minus d)	(\$70)	\$1,295	\$2,345
<b>5. RETURN TO CAPITAL, LABOR &amp; MGMT (3+4e)</b>	<b>\$5,824</b>	<b>\$3,480</b>	<b>\$14,193</b>
<b>6. TOTAL RETURN TO CAPITAL, LABOR &amp; MGMT (5A+5B+5C+5D+5E+5F)</b>	XXXXXXXXXX	(Years 1- 3)	\$23,497
	XXXXXXXXXX	(5A+5B+5C ONLY)	

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National FFA Organization

#### IV. Scope Related To:

SHEEP PRODUCTION

(Applicant's Share)

(5)

YEAR	2010	2011	2012
KIND OF ENTERPRISE	Breeding Ewes		
SIZE OF ENTERPRISE	35 Head		
KIND OF ENTERPRISE	Wether Sires		
SIZE OF ENTERPRISE	2 Head		
KIND OF ENTERPRISE	Project Lambs		
SIZE OF ENTERPRISE	13 Head		
KIND OF ENTERPRISE			
SIZE OF ENTERPRISE			
KIND OF ENTERPRISE			
SIZE OF ENTERPRISE			

#### V. Income and Expense

(Applicant's Share) (continued)

(15)

#### Summary Related To:

SHEEP PRODUCTION

	X		
Year	2010	2011	2012
<b>1. Current/Operating Income</b>			
a. Closing Current/ Operating Inventory	\$3,250	\$0	\$0
b. Beginning Current/ Operating Inventory	\$2,540	\$0	\$0
c. Change in Current/ Operating Inventory (a minus b)	\$710	\$0	\$0
d. Cash Sales	\$15,625		
e. Value of Products Used at Home			
f. Value of Production Transferred or Bartered			
g. Value of Ag Labor Exchanged for Non-Cash Operating Expenses			
<b>h. Total Current/Operating Income (c-g)</b>	<b>\$16,335</b>	<b>\$0</b>	<b>\$0</b>
<b>2. Current/Operating Expenses</b>			
a. Current/ Operating Inventory Purchased			
b. Cash Current/ Operating Expenses-Feed	\$1,931		
c. Non-Cash Current/ Operating Expenses-Feed			
d. Cash Current/ Operating Expenses-Other	\$18		
e. Non-Cash Current/ Operating Expenses-Other			
<b>f. Total Current/ Operating Expenses (add a thru e)</b>	<b>\$1,949</b>	<b>\$0</b>	<b>\$0</b>
<b>3. Net Current/Operating Income (1h minus 2f)</b>	<b>\$14,386</b>	<b>\$0</b>	<b>\$0</b>
<b>4. Non-Current/Capital Transactions</b>			
a. Closing Non-Current/Capital Inventory	\$7,096		
b. Non-Current/Capital Sales			
c. Beginning Non-Current/Capital Inventory	\$6,991	\$0	\$0
d. Non-Current/Capital Purchases			
e. Net Capital Transactions (a+b minus c minus d)	\$105	\$0	\$0
<b>5. RETURN TO CAPITAL, LABOR &amp; MGMT (3+4e)</b>	<b>\$14,491</b>	<b>\$0</b>	<b>\$0</b>
<b>6. TOTAL RETURN TO CAPITAL, LABOR &amp; MGMT (5A+5B+5C+5D+5E+5F)</b>	XXXXXXXXXX	XXXXXXXXXX	\$37,988
	XXXXXXXXXX	(Years 1 - 6)	

DO NOT ALTER APPLICATION IN ANY WAY or APPLICATION IS

SUBJECT TO DISQUALIFICATION!

National FFA Organization

## VI. Applicants Financial Balance Sheet Statement

SHEEP PRODUCTION

(5)

	Beginning Value of First Year (SAE)		Ending of Last Complete Year	
	Related to Proficiency (A)	Total (B)	Related to Proficiency (C)	Total (D)
<b>1. Current/Operating Assets</b>				
a. Cash on-hand, checking and savings	\$2,500	\$2,500	\$30,313	\$30,313
b. Cash value - bonds, stocks, life insurance				
c. Notes & accounts receivable				
d. Current/Operating Inventory	\$500 <sup>(1)</sup>	\$500	\$3,250 <sup>(2)</sup>	\$3,250
<b>e. Total Current/Operating Assets (a+b+c+d)</b>	\$3,000	\$3,000	\$33,563	\$33,563
<b>2. NON-CURRENT/CAPITAL ASSETS</b>				
a. Non-depreciable inventory (including land)	\$2,750 <sup>(3)</sup>	\$2,750	\$4,250 <sup>(4)</sup>	\$4,250
b. Depreciable inventory (Includes purchased of breeding stock)	\$521 <sup>(5)</sup>	\$521	\$2,846 <sup>(6)</sup>	\$2,846
<b>c. Total Non-Current/Capital Assets (a+b)</b>	\$3,271 <sup>(7)</sup>	\$3,271	\$7,096 <sup>(8)</sup>	\$7,096
<b>d. TOTAL ASSETS (1e+2c)</b>	\$6,271	\$6,271	\$40,659	\$40,659
<b>3. CURRENT/OPERATING LIABILITIES</b>				
a. Accounts & notes payable	\$0 <sup>(9)</sup>		\$0 <sup>(10)</sup>	
b. Current portion of non-current debt	\$0 <sup>(11)</sup>		\$0 <sup>(12)</sup>	
<b>c. Total Current/Operating Liabilities (a+b)</b>	\$0 <sup>(13)</sup>	\$0	\$0 <sup>(14)</sup>	\$0
<b>4. NON-CURRENT/CAPITAL LIABILITIES</b>				
a. Notes & chattel mortgages (total minus current portion)	\$0 <sup>(15)</sup>		\$0 <sup>(16)</sup>	
b. Real estate mortgages/contracts (total minus current portion)	\$0 <sup>(17)</sup>		\$0 <sup>(18)</sup>	
<b>c. Total Non-Current/Capital Liabilities (a + b)</b>	\$0 <sup>(19)</sup>	\$0	\$0 <sup>(20)</sup>	\$0
<b>d. TOTAL LIABILITIES (3c+4c)</b>	\$0	\$0	\$0	\$0
<b>5. OWNER'S EQUITY/NET WORTH (2d minus 4d)</b>	\$6,271	\$6,271	\$40,659	\$40,659
<b>6. GAIN OR LOSS IN OWNER'S EQUITY</b>	XXXXXX	XXXXXX	\$34,388 <sup>(21)</sup>	\$34,388 <sup>(22)</sup>
<b>7. WORKING CAPITAL (1e minus 3c)</b> (Current Assets minus Current Liabilities)	\$3,000	\$3,000	\$33,563	\$33,563
<b>8. CURRENT RATIO (1e divided by 3c)</b> (Current Assets divided by Current Liabilities)	\$3,000 / to \$1	\$3,000 / to \$1	\$33,563 / to \$1	\$33,563 / to \$1
<b>9. DEBT-TO-EQUITY RATIO (4d divided by 5)</b> (Total liabilities divided by owners equity)	\$0.00 / to \$1	\$0.00 / to \$1	\$0.00 / to \$1	\$0.00 / to \$1

\* For # (1)-(20) values are transferred from corresponding numbers on page 5.

(21) Line 5, Column (C) minus Line 5, Column (A)

(22) Line 5, Column (D) minus Line 5, Column (B)

## VII. Efficiencies Attained (refer to Appendix I, II of Proficiency Award Handbook):

(5)

Efficiency Factor	Year	Level Achievement	Describe how this factor was used to manage this enterprise
Lambing Percentage	2007 2010	160% 195%	By using estrus synchronization and feeding high quality feed, I can increase my lambing percentages
Average Daily Gain for lambs weaning to 80 pounds	2007 2010	.52 lbs/day .59 lbs/day	This determines how lambs are performing post weaning. Additionally, it helps me manage lambing times for producing lambs in time for specific fairs and shows.
Average number of animals on hand for year	2006 2010	12 head 49 head	I have increased my numbers by over 400% since starting my sheep production SAE. Slowly, I have been able to build up the size of my flock.

DO NOT ALTER APPLICATION IN ANY WAY or APPLICATION IS SUBJECT TO DISQUALIFICATION!

National FFA Organization

Our House Enterprises

(CA 552486185)

2/23/2011

**VIII. Non-Cash Income NOT Related to this Award Area**

Year	Source of Income	Amount Received
<b>TOTAL</b>		<b>\$0</b>

**IX. Earned Income NOT Related to this Award Area.**

Year	Source of Income	Amount Received
<b>TOTAL</b>		<b>\$0</b>

**X. Gifts, Inheritance and Other Non-Earned Income**

Year	Source of Income	Amount Received
<b>TOTAL</b>		<b>\$0</b>

**XI. Accounting for Change in Owner's Equity**

1. Total Return to Capital Labor & Management (Section V, Line 6, Column F)	\$37,988
2. Non-Cash Income <b><u>NOT</u></b> Related to the Award Area (Section VIII)	\$0
3. Earned Income <b><u>NOT</u></b> Related to this Award Area (Section IX)	\$0
4. Gifts, Inheritances and Other Non-Earned Income (Section X)	\$0
<b>5. Total Sources of Income (Section XI, 1+2+3+4)</b>	<b>\$37,988</b>
6. Withdrawals for Personal Living, Gifts, Income Taxes Educational Expenses and All Other Personal Expenditures <b>(Includes local, state &amp; federal income taxes and FICA)</b>	\$3,600
7. Maximum Possible Increase in Owner's Equity (Line 5 minus Line 6) *	\$34,388
8. Gain or Loss in Owner's Equity (Section VI, Line 6, Column D) *	\$34,388

\* Note Line 7 must be equal to or exceed Line 8.

**MET**

DO NOT ALTER APPLICATION IN ANY WAY or APPLICATION IS SUBJECT TO DISQUALIFICATION!

National FFA Organization

 Our House Enterprises

(CA 552486185)

2/23/2011

## **XII. Supporting Documentation SHEEP PRODUCTION**

### **A. Resume'**

(6)

Attach a one or two page resume' that includes the following sections:

- a. Name/address/phone number/FFA chapter
- b. Career objective
- c. Education
- d. FFA leadership activities /awards
- e. School leadership activities/awards
- f. Community leadership activities/awards
- g. Professional associations
- h. Other accomplishments
- i. References

### **B. Instructor's Statement**

(2)

The applicant's most recent agriculture instructor should evaluate and submit a maximum of one page report of the progress the student has made in developing the skills and competencies necessary for success in:  
SHEEP PRODUCTION

### **C. Supporting Pictures**

(10)

Submit a maximum of six photographs, no larger than 3 1/2" x 5" or 4"x 6", with a brief caption for each. DO NOT CHANGE THE SIZE OF THE FONT. Captions must fit in the box. (The National FFA Organization reserves the right to retain and use the photographs for publicity purposes.)

### **D. Personal Page**

(2)

Attach one page of additional information, of your choice, supporting your application for this area. (i.e.. Newspaper clippings, additional statements from employer, student work, etc.)

**DO NOT ALTER APPLICATION IN ANY WAY or APPLICATION IS SUBJECT TO DISQUALIFICATION!**

# Checklist for Entrepreneurship Proficiency Applications

**Award Area:** SHEEP PRODUCTION

**Name:** Nolan Hildebrand

Local Advisor	State Advisor	Circle "Y" if the Statement is "YES" and "N" if the Statement is "NO".
<b>MET</b>		1. Applicant has been an active FFA member for each year covered by this application. <b>Cover Page, Line 20.</b> (Please consult the local & state copy of membership roster each year.)
Y N	Y N	2. Applicant has included his/her e-mail address, <b>Cover Page, Line 5.</b>
Y N	Y N	3. Applicant has been out of high school for no more than one year. <b>Cover Page, Line 19.</b>
Y N	Y N	4. Applicant has graduated and has completed at least three full years of agriculture, or all of the agriculture offered at the school last attended, (only if student has graduated from high school) <b>Cover Page, Line 16, Or</b> , applicant is still in high school at the time of applying.
Y N	Y N	5. Applicant has in operation and has maintained at least one calendar year of SAE records to substantiate an outstanding supervised agricultural experience program through which exhibits comprehensive planning, managerial and financial expertise, Pages 2, 3, 4, 5, 6, 7, 8 and 9.
Y N	Y N	6. Kind of Business/Enterprises listed on <b>Page 6a &amp; 6b, Section IV</b> , Scope, relates to the Efficiencies attained recorded on <b>Page 7, Section VII.</b>
<b>MET</b>		7. After the first year, the beginning/current inventory, <b>Page 6a &amp; 6b, Line 1b</b> , is the same as the closing/current inventory for the previous year, <b>Page 6a &amp; 6b, Line 1a</b> . After the first year the beginning/non-current inventory <b>Page 6a &amp; 6b, Line 4c</b> , is the same as the closing/non-current inventory, <b>Page 6a &amp; 6b, Line 4a.</b>
<b>MET</b>		8. All non-cash current/operating expenses recorded on <b>Page 6a &amp; 6b, Lines 2c and 2e</b> are also reported as income on <b>Page 6a &amp; 6b</b> or between <b>Line 1f and 1g</b> or if not directly related to the SAE in <b>Section VIII., or X.</b>
<b>MET</b>		9. Applicant's Total Return to Capital, Labor and Management has been accurately transferred from <b>Page 6a &amp; 6b, Line 6 to Page 8, Section XI, Line 1.</b>
<b>MET</b>		10. Applicant's Non-Cash Income Not Related to this Award Area has been accurately transferred from <b>Page 8, Section VIII to Page 8, Section XI, Line 2.</b>
<b>MET</b>		11. Applicant's Earned Income Not Related to this Award Area has been accurately transferred from <b>Page 8, Section IX to Page 8, Section XI, Line 3.</b>
<b>MET</b>		12. Applicant's Gifts, Inheritances and Other Non-Earned Income has been accurately transferred from <b>Page 8, Section X to Page 8, Section XI, Line 4.</b>
<b>MET</b>		13. The Maximum Possible Increase in Owner's Equity, <b>Page 8, Section XI, Line 7</b> must exceed/or equal the Gain in Owner's Equity, <b>Page 8, Section XI, Line 8.</b>
<b>MET</b>		14. The Total Inventory Change, <b>Section V, Line 1c</b> (calculated by adding all numbers across the page in line 1c on page 6) is equal to the difference in operating inventory from beginning to end of the project as shown on <b>Page 5, Section II, line 2</b> Total Current/Operating Inventory
Y N	Y N	15. Applicant has included no more than a two page resume.
Y N	Y N	16. Applicant has included no more than a one page written evaluation by the most recent agriculture instructor describing the progress that the applicant has made in developing the skills and competencies necessary for success within the award area in which they are applying. <b>A recommendation can be no more than 1 page.</b>
Y N	Y N	17. Applicant has included a maximum of six photographs with captions. Captions must fit in box. Preset font must not be changed.
Y N	Y N	18. Applicant has included a maximum of one page (maximum size 8 1/2" X 11") of additional information. This may <b>NOT</b> include the following: Video Tapes; Computer disk: CD ROMs; DVD's; etc.
Y N	Y N	19. The application is properly signed by the applicant, parent or guardian, chapter advisor, school superintendent or principal, employer and submitted to the State FFA Advisor.
<b>MET</b>		20. Does the Beginning, Related to Proficiency (A), Total Current/Operating Inventory, <b>Page 7, Line 1e</b> , match the beginning/current/operating inventory for the first year of the program, <b>Page 6a, Line 1b</b> ?
<b>MET</b>		21. Does the Ending, Related to Proficiency (C), Total Current/Operating Inventory, <b>Page 7, Line 1d</b> , match the ending/current/operating inventory for the last year of the program, <b>Page 6a &amp; 6b, Line 1a</b> ?
<b>MET</b>		22. Does the Beginning, Related to Proficiency (A), Total Non-Current/Capital Assets, <b>Page 7 Line 2c</b> , match the beginning/non-current/capital inventory for the first year of the program, under Non-Current/Capital Transactions, <b>Page 6a, Line 4c</b> ?
<b>MET</b>		23. Does the Ending, Related to Proficiency (C), Total Non-Current/Capital Assets, <b>Page 7, Line 2c</b> match the ending inventory for the last year of the program, under Non-Current/Capital Transactions, <b>Page 6a &amp; 6b, Line 4a</b> ?

**DO NOT ALTER APPLICATION IN ANY WAY or APPLICATION IS SUBJECT TODISQUALIFICATION!**

**National FFA Organization**



## VI. SUPPORTING DOCUMENTATION (continued)

### C. Supporting Pictures

Nolan Hildebrand

SHEEP PRODUCTION

### PHOTO # 1



Sometimes the ewe won't take the lamb after lambing, or the ewe has too many lambs to feed properly. In this case, I must take care of feeding the lamb. This **bummer lamb** was rejected by the ewe. When first born, **colostrum** is important to help the lamb build up immunity. This lamb is receiving colostrum to help it create antibodies to remain healthy. The lamb will continue to be fed a **milk replacer** every few hours until it is old enough to be put on **creep feed**.



## VI. SUPPORTING DOCUMENTATION (continued)

### C. Supporting Pictures

Nolan Hildebrand

SHEEP PRODUCTION

### PHOTO # 2



**Flock health** is very important in my operation. I expose all of my lambs to **Sore Mouth** when they are young. The Sore Mouth vaccine is a **modified live virus** which is scratched on the inside rear leg of the lamb. At a young age, the lamb will get a mild case of Sore Mouth and build up an immunity to the disease to prevent future outbreaks. Working with the Sore Mouth vaccine requires great care so that you do not accidentally inoculate yourself with the virus. Other items I vaccinate for include **Clostridium perfringens Type C**, **Clostridium perfringens Type D**, and **Clostridium tetani**.

## VI. SUPPORTING DOCUMENTATION (continued)

### C. Supporting Pictures

Nolan Hildebrand

SHEEP PRODUCTION

### PHOTO # 3



**Livestock identification** is very important. Here, I am tagging a lamb to easier identify it. My **method for identification** is that the first number on the tag represents the year and the next two digits equal the lamb number. For example, the first lamb born in 2011 would be number 101. The 5th lamb born in 2008 would have been 805. All tags are inserted into the **lamb's right ear** and special care is considered to make sure the tag front is facing towards the front of the lamb. I use an **antiseptic** solution to clean off the tagger between lambs to prevent infection.



## VI. SUPPORTING DOCUMENTATION (continued)

### C. Supporting Pictures

Nolan Hildebrand

SHEEP PRODUCTION

### PHOTO # 4



**Record keeping** is important to ensure that I know what lambs each ewe had, birthdate, vaccinations, weights, and any problems the ewe or lambs had. I also record when ewes are bred and to which ram. My **ear tagging identification** comes in handy when keeping records as each ewe can be carefully monitored and I know exactly how old she is by the ear tag. I am able to **monitor prolificacy** of females and make **selecting replacement females** and **culling non-productive females** easier by having accurate records.

## VI. SUPPORTING DOCUMENTATION (continued)

### C. Supporting Pictures

Nolan Hildebrand

SHEEP PRODUCTION

### PHOTO # 5



**Docking** and **castrating** lambs is done early on. When a lamb is first born, I make sure it gets colostrum milk either from nursing on the ewe, or if the lamb is weak I will tube the lamb. I also **dip the navel** in iodine to prevent infections and give them a shot of baby lamb strength. At **two days** of age I put elastrator bands on the tail. In **compliance with tail docking rules** in the state of California, I make sure to leave enough of a tail so the dock will be liftable, thus ensuring project lambs will pass veterinary checks at fairs and shows. I usually castrate with elastrator bands at **4 weeks** of age.

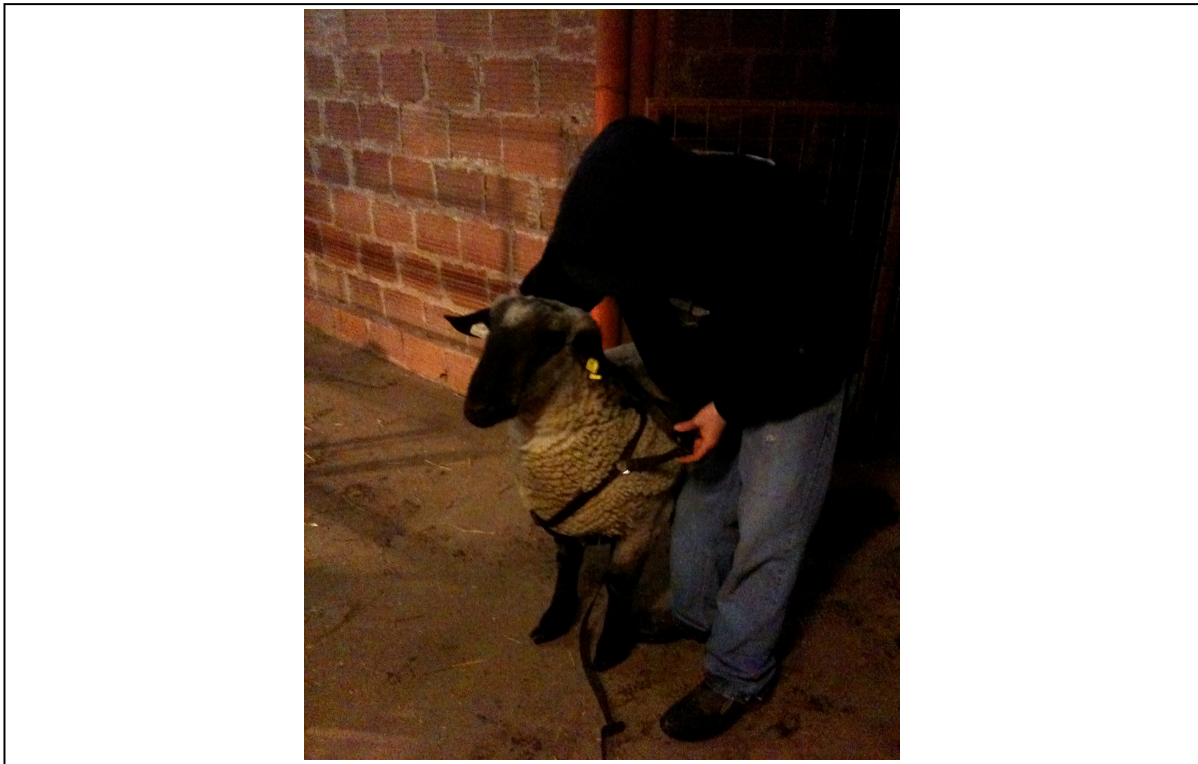
## VI. SUPPORTING DOCUMENTATION (continued)

### C. Supporting Pictures

Nolan Hildebrand

SHEEP PRODUCTION

#### PHOTO # 6



An important reproductive component of my sheep operation is **monitoring estrus** in ewes and determining time of breeding. I place a **marking harness** on my ram. The color ink is changed every 2 weeks so I can tell which ewes were bred on which cycle. This helps me maximize the reproductive efficiency of my flock and better monitor **lambling times**. It also shows me if my ram is being efficient and helps me monitor his **libido**.

# **Templeton High School Agriculture Department**



## **2+2 Agreement**

Currently, we offer agreements with Cuesta College and Hancock College. ROP Welding counts as Welding Technology 106 at Alan Hancock College. Articulation agreements also exist for Ag Technology Welding and Building Trades, Introduction to Agriculture Science, and ROP Metal Manufacturing I.



## ALLAN HANCOCK COLLEGE

800 South College Drive ▪ Santa Maria, CA 93454-6399 ▪ 805.922.6966 ▪ Ext 3734  
FAX 805.922.8722

### Articulation/Tech Prep

February 8, 1999

Mr. Pat Casey  
Templeton High School  
1200 Main Street  
Templeton, CA 93465

Dear Pat,

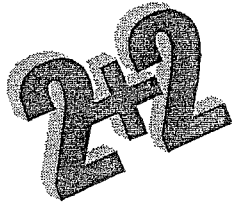
Sorry it has taken me so long to get back with you... Howard and I have been working with instructors to review the courses taught at your school.

Attached you will find a Summary of Articulation Agreements with Templeton High School. Please review and let me know if you have any changes or corrections. AP Statistics and Probability could not be articulated primarily because Allan Hancock College (AHC) does not have a follow-up course to test student competency. Also for AP Environmental Science, there is no equivalent course here at AHC. Howard and other instructors did comment on how impressive the courses were and how they would like to offer them here some day.

It has been a pleasure working with you. If you have any questions or concerns about the agreements, please call me at AHC 922-6966 extension 3734. I look forward to hearing from you soon and following up on the articulation process with your students.

Sincerely,

Debbie Ashby  
Articulation Coordinator



# SUMMARY OF ARTICULATION AGREEMENTS

Allan Hancock College  
and  
Templeton High School

High School Course Title	Equivalent to Allan Hancock College	<i>Student must take one of the following</i>
ROP Advanced Accounting	Accounting 101	ACCT 121
ROP Word Processing	Office Automation 331 (A)	BUS 160, COMP SCI 101 CBIS 101, 108, 141, 142 OA 331 (B), 332, 333, 334
AG Tech Basic Drafting	Engineering Technology 311	ET 100, 140
ROP Computer Aided Drafting I	Engineering Technology 100	ET 140
ROP Computer Aided Drafting II	Engineering Technology 100	ET 140
AP Calculus	Mathematics 181	MATH 182
AP Biology	Biology 150	BIO 154, 155
AP Chemistry	Chemistry 150	CHEM 151
AP Physics	Physics 141	PHYS 142
AG Tech – Welding, ROP Metal Manufacturing I & II	Welding Technology 106	WT 107, 306, 307, 308

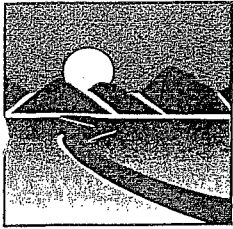


## **Articulation Cuesta College**

Cuesta College has eliminated the traditional articulation process and course-to-course comparison with all high schools. In place of the traditional approach, Cuesta College offers students the opportunity to challenge courses through an examination process/ challenge exam. Successful completion of the challenge exam will give the students full credit for the course. Students from area high schools are not required to pay any fees and can select to take the challenge exam credit/no credit or for a grade. The results of the exam will become part of the student's permanent record at Cuesta College.

Courses in the agriculture program that will qualify for credit include:

- Welding
  - ROP Construction (Metals)
  - CAD
  - ROP Construction (Building Trades)
-



WEST  
HILLS  
COMMUNITY  
COLLEGE  
DISTRICT

Coalinga Campus

North District Center

Kings County Center

Naval Air Station Lemoore

June 3, 1999

Pat Casey  
Templeton High School  
1200 Main St.  
Templeton, CA 93465

Dear Pat,

I'm happy to report we have approved articulation agreements with the following courses:

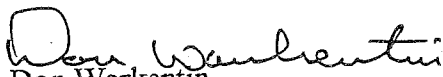
- Ag Tech Welding & Ag Tech ROP Building Trades
- Intro to Ag Science
- Advanced Accounting
- ROP Word Processing
- ROP Metal Manufacturing I
- Ag Tech Welding 16

---

Please have the appropriate instructor sign and your principal sign the agreements and mail back to me.

I also included the requests for courses that we were not able to articulate.

Sincerely,

  
Don Warkentin  
Dean Kings County Campus

# **Templeton High School Agriculture Department**



## **Reimbursements**

There are two different ways we can get reimbursed for expenses. The first is through our Parent Support Club. We have 6000 dollars budgeted for Student and Staff Support. This can be used for CDE team preparation, classroom expenses, or other charges as long as they are approved by our Support Club.

The second way to get reimbursed is through our FFA account. All expenses must be pre-approved in the official club minutes with additional minutes for the actual request of the check.

# Templeton FFA

## Officer Meeting

Tuesday February 1<sup>st</sup>, 2011

### Members Present

## THS FFA Officer Meeting Sign-In Sheet

Meeting Date: 2/1/11

<u>OFFICERS</u>		<u>ADVISORS</u>
<i>Matt Parker</i>	President	<i>E. Thorne</i>
	Vice-President	
<i>Lainey Reich</i>	Secretary	
	Treasure	
<i>Kayla Welcher</i>	Reporter	
	Sentinel	
<i>Cierra LaRue</i>	Historian	

The meeting was called to order by President, Matt Parker, at 12:54PM in the Officer Room at THS.

### Check Requests:

- \$50 for Ms. Thompson to purchase Sectional Public Speaking Supplies.

Cierra LaRue moved to approve the check requests as read, Kayla Welcher seconded the motion.

Motion passed, voice vote.

Respectfully Submitted,

*Lainey Reich*  
Lainey Reich  
Chapter Secretary

*E. Thorne*  
Advisor

February 1, 2011

# Templeton FFA

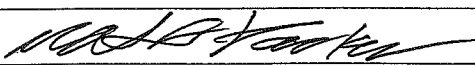
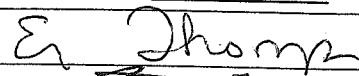
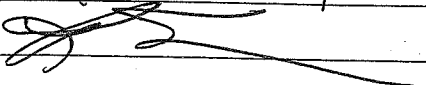
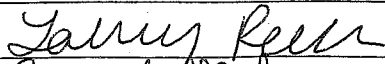

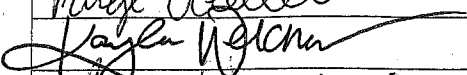
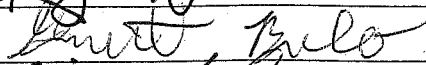
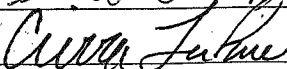
## Officer Meeting

Friday, February 18<sup>th</sup>, 2011

### Members Present

## THS FFA Officer Meeting Sign-In Sheet

Meeting Date: 2-18-11

<u>OFFICERS</u>		<u>ADVISORS</u>
	President	
	Vice-President	
	Secretary	
	Treasure	
	Reporter	
	Sentinel	
	Historian	

The meeting was called to order by President, Matt Parker, at 6:45AM in the Officer Room at THS.

- New Business:
  - National FFA Wee (February 19-26, 2011):
    - All Ag BBQ (2-23-11)
    - Ice Cream Social (2-22-11) Thompson
      - Thompson getting Bowls, Spoons and Ice Cream
    - Teacher Luncheon (2-24-11)
    - Redneck Olympics (2-24-11)
    - Game Night (2-25-11)
      - D6- Movie
      - CAD Lab- Halo
      - D2- Wii
      - We will have Pizza, snacks, and drinks.

### Approval of Expenditures:

- \$25 to Paige Veillette for window Markers.
- \$25 to Ms. Thompson for Regional Officer Screening Dues.

Paige Veillette moved to approve the Approvals and check requests as read, Kayla Welcher seconded the motion. Motion passed, voice vote.

### Check Requests:

- \$59.23 to Thompson for Sectional Public Speaking supplies.
- \$7.92 to Ms. Thompson for scrapbook photos.

Revised

# Check Request

\*Provide Complete information!

\*Club Name FFA

\*ASB Account Code 625

Make Check

\*Payable to: Name Erin Thompson

Address 2779 Carpenter Cyn Rd.  
SLO CA 93401

Phone # 805.215.6018

Soc. Sec.# or Tax ID# \_\_\_\_\_

Required for all persons providing a service: DJ's, Officials, Performers, Photographers, etc

\*In the Amount of: \$59.23

\*Itemize Description

Supplies for Sectional Speaking Contest  
held on Feb. 10th

Checks will not be issued if supporting documentation is not attached, i.e.: Itemized receipts, Copy of minutes, invoices, packing slips, etc.

\*Invoice # See Attached

Attach packing slips, invoices, itemized receipts

P.O No. \_\_\_\_\_

Attach Price Quote

Circle if No P.O. accept

\*Club/Class Signatures

Primary Advisor Er. Thomp

Student officer Tammy Rees

Minutes are attached or have been submitted X

Date 2/18/11

Date 3-2-11

ASB Council Signatures

ASB Treasurer \_\_\_\_\_

ASB Advisor \_\_\_\_\_

Date \_\_\_\_\_

Date \_\_\_\_\_

Administrators Signature

Principal \_\_\_\_\_

Date \_\_\_\_\_

Check No. \_\_\_\_\_ Amount \_\_\_\_\_ Date Issued \_\_\_\_\_

ASB Bookkeeper \_\_\_\_\_ Date \_\_\_\_\_ 1099 on file \_\_\_\_\_

## Templeton FFA Parent Support Club Reimbursement

All original receipts must be turned into treasurer with this form.

Claimant Name: Erin Thompson Date: 5/3/11  
Address: 2779 Carp. Cyn. Rd Phone #: 215.6018  
SLO CA 93401

\*One Receipt Per Line.\*

Purchase Date	Description of item(s) Purchased and for What Event	Amount
2/25/11	Pizza for FFA Game Night	160

Total: 160

**Funding Area- Please Circle One-**

**Student/Staff Support**

**Farm/Ag Area Improvements**